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APPLIED BUSINESS ENGLISH

By

HUBERT A. HAGAR

AND

APPLIED BUSINESS CORRESPONDENCE

By

RUPERT P. SoRELLE

The Gregg Publishing Company

New York Chicago San Francisco

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PREFACE

SIX large editions of APPLIED BUSINESS ENGLISH have been issued since its initial publication less than five years ago. This is ample evidence that the text has filled a real need in the classroom and that teachers have been quick to appreciate its merits.

The only criticism we have received regarding the previous editions of APPLIED BUSINESS ENGLISH has been that not enough attention was devoted to business correspondence. To meet the requirements of many of our friends, we have added to the present edition a distinctly practical course of lessons on business correspondence, by Mr. Rupert P. SoRelle, which we believe makes APPLIED BUSINESS ENGLISH a text unique in its field.

APPLIED BUSINESS ENGLISH was first published in the hope that it would prove helpful to teachers in solving the problem of the teaching of English. The hope has been amply realized.

APPLIED BUSINESS ENGLISH has been developed

1. By the elimination of the unessential;
2. By the omission of much that is purely technical;
3. By the emphasis of those things that have a direct bearing on the work of a stenographer or other office assistant;
4. Each lesson is followed by copious exercises which require a comprehension of the principles explained before they can be successfully prepared.

Theory and practice are interestingly fused throughout the book. In this way the work of the teacher is made easier, results are more definite and are secured in a shorter time.

The constructive work in the form of exercises appended to the various chapters in the section on Applied Business Correspondence is not only practical and helpful, but it makes an appeal to the resourcefulness and creative powers of the student.

THE GREGG PUBLISHING COMPANY.

Chicago, January, 1914.

LIST OF BOOKS CONSULTED

"English Synonyms," by George Crabb.

"Synonyms Discriminated," by Charles John Smith.

"The Verbalist," by Alfred Ayres.

"Words, Their Use and Abuse," by William Mathews.

"What Words Say," by John Kennedy.

"Words and Their Uses," by Richard Grant White.

"Beginnings of Rhetoric and Composition," by A. S. Hill.

"Composition and Rhetoric," by Herrick and Damon.

"Elementary English Composition," by Scott and Denney.

"A New English Grammar," by J. B. Wisely.

"A School Grammar of the English Language," by Edward A. Allen.

"Correct English, How to Use It," by Josephine Turck Baker.

"English Grammar and Composition," by Gordon A. Southworth.

"Exercises in English," by H. I. Strang.

"Grammar of English Grammars," by Goold Brown.

"Grammar of the English Sentence," by Jonathan Rigdon.

"Language Reading Lessons," by William M. Giffin.

"Manual of Grammar," by W. M. Evans.

"Practical Exercises in English," by Huber Gray Buehler.

"Steps in English," by A. C. McLean, Thomas C. Blaisdell, and John Morrow.

"Guide to Business English," by Hervey D. Vories.

"Practical Journalism," by Edwin L. Shuman.

"The Practice of Typography," by Theodore Low DeVinne.

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LESSON I

THE SENTENCE

1. Order is Heaven's first law.
2. Silence is golden.
3. Washington was president.
4. McKinley was assassinated.
5. We all teach and we all learn.
6. We are all teachers and we are all learners.

Each of the foregoing expressions conveys some thought or judgment. A group of words expressing a thought or a judgment is a **sentence.** It will also be seen that every thought or judgment has *three essential elements:*

1. The **main idea,** or the idea about which the mind thinks or asserts something.

2. The **attributive idea,** or an idea that the mind thinks or asserts of the main idea.

3. The **relation** that the mind sees as existing between these two elements, thereby uniting them into one thought or judgment.

SUBJECT

The word or group of words that expresses the main idea is the **subject** of the sentence.

PREDICATE

The word or group of words that expresses the attributive idea is the **predicate** of the sentence.

COPULA

The word that asserts the relation between the subject and the predicate is the **copula.**

The copula is usually some form of the verb "be," and is considered by most grammarians a part of the predicate.

Observation.—On first reading the fifth sentence it may seem that there is no asserting word. Compare the fifth with the sixth sentence, however, and you will see that the verbs "teach" and "learn" are of a two-fold nature in that they express the attributive idea and make the assertion as well. In the sixth sentence the same idea is conveyed, but the words "teacher" and "learner" express the attributive idea, and the word "are" serves to make the assertion.

Modifiers

To the three essential elements of every thought or judgment may be added subordinate elements represented by words called **modifiers.**

Classification of Sentences

1. If at first you don't succeed, try, try again.
2. Study your lesson diligently.
3. Who was Confucius?
4. How many are greedy of public applause!
5. Pass in quickly.
6. Ship these goods as soon as possible.
7. Tokio is the capital of Japan.
8. Who wrote the Emancipation Proclamation?
9. O Cromwell, we are fallen on evil times!
10. Julius Caesar conquered England 50 B. C.

Questions

1. What sentences in the foregoing list give you information?
2. What sentences ask for information?
3. What sentences express strong feeling or emotion?
4. What sentences command or entreat you to do something?

Definitions

A **declarative sentence** is a sentence that gives you information.

An **interrogative sentence** is a sentence that asks you for information.

An **exclamatory sentence** is a sentence that expresses strong feeling or emotion.

An **imperative sentence** is a sentence that commands or entreats you to do something.

Name..... *Grade*.....

EXERCISE I

Indicate the subject, copula, predicate, and modifiers in the following sentences by diagrams similar to the models given below.

(Deduct one per cent for each error.)

1. Order is Heaven's first law.
2. Great men study diligently.
3. The bamboo is a graceful tree.
4. Chinese homes are bare and comfortless.
5. Loess is a fine clay.
6. It is a fertile soil.
7. King Alfred was a sublime character.
8. Porto Rico is a valuable acquisition.
9. Seeing is believing.
10. Truth is divine.
11. The long winter nights are approaching.
12. Those ripe, rosy apples are delicious.
13. Socrates was a Greek philosopher.
14. John Greenleaf Whittier was an eminent American writer.
15. Hercules was a mythological Greek god.
16. The Holy Bible is the Christian's guide.
17. Diligent pupils learn rapidly.
18. Gracefully bends the willow.

Sub.	Cop.	Pred.		Sub.	Pred.
1. Order	is	: law	2.	Men	study
		Mod. Heaven's / first		Great (Mod.)	diligently (Mod.)

3. ..... 4. .....

5. ..... 6. .....

7. ..... 8. .....

9. ..... 10. .....

11. ..... 12. .....

[OVER]

13. ..... 14. .....

15. ..... 16. .....

17. ..... 18. .....

Name..... ..... *Grade*.....

EXERCISE 2

Classify the following sentences in the blank spaces below. Note particularly the punctuation of each sentence. (Deduct ten per cent for each error.)

1. Give me of every language, first my vigorous English.
2. Oh, how full of briers is this working-day world!
3. Two women placed together make cold weather.
4. Ill blows the wind that profits nobody.
5. O, he was gentle, mild and virtuous!
6. Think of that, Master Brook.
7. If you have tears, prepare to shed them now.
8. O Romeo, Romeo! wherefore art thou Romeo?
9. What's aught but as 'tis valued?
10. Lo! as he turned to depart, Priscilla stood beside him.

Declarative

1. .....
2. .....
3. .....

Interrogative

1. .....
2. .....

[OVER]

Exclamatory

1. .....
.....
.....
2. .....
.....
.....

Imperative

1. .....
.....
.....
2. .....
.....
.....
3. .....
.....
.....

LESSON II

PARTS OF SPEECH

The words of the English language are divided into eight classes, called **parts of speech.**

NOUNS AND PRONOUNS

1. The Hudson is an important river of New York.
2. The river was deepened by dredging.
3. Help me to understand you.
4. Her strength lies in her navy.
5. The growth of America's industries has been enormous.
6. Who is he?
7. A crowd of immigrants reached New York.
8. The singing of the nightingale is a great treat.

QUESTIONS

1. What words in the foregoing sentences express objects of thought by naming them?

2. What words in the foregoing sentences express objects of thought without naming them?

DEFINITIONS

A **noun** (Latin *nomen*—name) is a word used to express an object of thought by naming it.

A **pronoun** (Latin *pro*—for, and *nomen*—name) is a word used to express an object of thought without naming it.

VERB

1. Shakespeare was a poet.
2. Sugar tastes sweet.
3. James was struck by Dick.
4. Niagara Falls looks sublime in winter.
5. The weather continues cold.
6. Columbus discovered America in 1492.
7. Yachting is pleasant.
8. The table feels hard.

QUESTIONS

1. What words in the foregoing sentences assert relation between the subject and the predicate?

2. What words, in addition to asserting relation between the subject and the predicate, express action?

DEFINITION

A **verb** (Latin *verbum*—word) is a word that asserts relation between the subject and the predicate, or denotes some action of the subject.

Observation.—A sentence cannot exist without a verb.

ADJECTIVE

1. Those three dark-eyed savages live in yonder hut.
2. An honest man's the noblest work of God.
3. This ploughed field will bloom with many varieties of exquisite roses.
4. Dutch cheeses are the favorite relish of English epicures. .
5. Every seventh year was held sacred by the Hebrew nation.
6. You two are excused.

QUESTION

What words in the foregoing sentences limit or describe in some way the objects of thought expressed by the nouns and pronouns?

DEFINITION

An **adjective** (Latin *ad*—to, and *jacere*—to throw) is a word used to express an idea that limits or describes an object of thought expressed by a noun or pronoun.

Observation.—An adjective always belongs to some noun or pronoun.

ADVERB

1. He walks very rapidly.
2. He walked backward and forward.
3. The message came too late.
4. He seldom comes back early.
5. Why did you leave the room so suddenly?
6. Speak distinctly and not so rapidly.
7. He worked rapidly but painfully.
8. The fields will soon be ploughed.

QUESTION

What words in the foregoing sentences express ideas that modify in some way ideas expressed by verbs or adjectives?

DEFINITION

An **adverb** (Latin *ad*—to, and *verbum*—word) is a word that represents an idea modifying the idea expressed by some verb, adjective, or other adverb.

Observation.—Adverbs usually answer the questions *how?* *why?* *when?* *where?* or *to what degree?*

Conjunction and Preposition

1. Carthage and Rome were rival powers.
2. Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.
3. Thus dwelt together in love these simple Acadian farmers,
   Dwelt in the love of God and of man.
4. I was a child and she was a child.
5. He was silent, for he knew not what to say.
6. The man walked across the street.
7. The man walked in the street.
8. The man walked beside the street.
9. The man walked between the streets.
10. Paderewski is fond of music.
11. The man at the door is the watchman.

QUESTIONS

1. What words in the foregoing sentences express relation between *ideas* of *equal* rank or kind?
2. What words express relation between *complete thoughts?*
3. What words express relation between *ideas* of *unequal* rank or kind?

DEFINITIONS

A **conjunction** (Latin *con*—together, and *jugare*—to join) is a word that expresses relation between *ideas* of *equal* rank or between thoughts.

Caution.—The teacher should see that the pupil understands the distinction between *idea* and *thought.*

A **preposition** (Latin *pre*—before, and *positus*—placed) is a word that expresses relation between *ideas* of *unequal* rank or kind.

OBJECT AND PREPOSITIONAL PHRASE

The noun or pronoun that follows a preposition is called the **object.** The preposition and its object constitute a **prepositional phrase.**

Interjection

1. Alas! we are too late.
2. Oh! where can rest be found?
3. O bosom black as death!

QUESTION

What words in the foregoing sentences express strong feeling or emotion?

DEFINITION

An **interjection** (Latin *inter*—between, and *jectus*—thrown) is a word that expresses strong feeling or emotion.

INDEPENDENT ELEMENT

Interjections have no grammatical connection with the rest of the sentence, and are said to be used **independently.**

WORDS VARIOUSLY USED

The same word may belong to different parts of speech. The part of speech is always determined by the *use* of the word in the sentence; as,

Noun—We shall meet on the *full* of the moon.

Verb—The moon *fulls* on the 15th of the month.

Adjective—A *full* house greeted the speaker.

Adverb—"*Full* many a gem of purest ray serene."

Name..... *Grade*.....

EXERCISE 3

Classify the italicized words in the following sentences according to the ideas they represent. Note the number of words to be selected.

(Deduct two per cent for each error.)

1. Sleep not *when others speak, sit* not when others *stand,* speak not when *you* should hold *your peace,* walk not when others stop.
2. Read no *letters,* books, or papers *in company;* but when there is a necessity for doing it, you must ask leave. Come not *near the* books or *writings of* any one so as to read *them,* unless desired, nor give your *opinion* of them unasked; also, *look* not nigh when another *is writing* a letter.
3. Let your *discourse with* men of business be *short* and *comprehensive.*
4. Undertake not to teach your equal in the art *he himself* professes: it savors of *arrogancy.*
5. Play not the peacock, looking *everywhere about* you to see *if* you be *well* decked, if your shoes *fit* well, if your stockings fit neatly, and clothes handsomely.
6. Go not *thither* where you know not whether you shall be *welcome or* not. Give not *advice* without being asked, and when desired, do it briefly.
7. Think before you speak; pronounce not *imperfectly,* nor bring out your words *too hastily, but* orderly and distinctly.
8. Undertake not *what* you cannot *perform,* but be *careful* to keep your promise.
9. When you speak of *God* or his attributes, let it be seriously, in *reverence.* Honor *and obey* your *natural* parents, *although they* be *poor.*

	10 Nouns	8 Pronouns	8 Verbs	7 Adjectives	8 Adverbs	5 Conjunctions	4 Prepositions
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Name..... *Grade*.....

EXERCISE 4

Indicate the use of each italicized word in the following sentences by writing the name of the part of speech at the end of each sentence.

(Deduct three per cent for each error.)

1. *Bear* ye one another's burdens.
2. The *bear* hibernates in the winter.
3. The *bear* skin lay on the floor.
4. The *flag* waved over the fort.
5. They *flagged* the train.
6. This is pungent *flag* root.
7. A *little* child shall lead them.
8. *Little* was expected of the delicate child.
9. The unwise student sleeps *little*.
10. He *belittled* the action.
11. The *blue* sky was gemmed with stars.
12. *Blue* was a favorite color.
13. The laundress *blued* the clothes.
14. The prisoner paid his *fine*.
15. *Fine* feathers do not make fine birds.
16. The man was *fined* two hundred dollars.
17. The boy did *finely*.
18. John is *head* of the firm.
19. Who *heads* the expedition?
20. The Atlantic liner *weathered* the gale.
21. The *weather* was cold for June.
22. The sailor must keep his *weather* eye open.
23. She was *light*-hearted.
24. The town was well *lighted*.
25. The electric *lights* illumine the streets.
26. He spoke too *lightly* of the solemn subject.
27. Bishop Spalding is an eminent *divine*.
28. The hand that made us is *divine*.
29. They *divined* the meaning instantly.
30. She was *divinely* fair.
31. *Like* produces *like*.
32. I *like* grammar.
33. We have *like* opportunities.
34. He ran *like* a wolf.

LESSON III

CLASSIFICATION OF NOUNS

1. The largest *cities* of the *United States* are *New York, Chicago,* and *Philadelphia.*
2. After the *adjournment* of the *society* there was *singing, playing,* and *dancing.*
3. Are *fleets* and *armies* necessary to a *work* of *love* and *reconciliation?—Patrick Henry.*
4. Bad *behavior* the *laws* cannot reach.—*Emerson.*
5. *The word* of *ambition* at the present *day* is *Culture.* Whilst all the *world* is in *pursuit* of *power,* and of *wealth* as a *means* of *power, culture* corrects the *theory* of *success.—Emerson.*

QUESTIONS

1. What nouns in the foregoing sentences represent objects of thought, but do not distinguish their objects from others of the same class?
2. What nouns distinguish their objects from others of the same class?
3. What nouns name groups of objects?
4. What nouns name qualities or attributes of objects?
5. What nouns are names of actions?

DEFINITIONS

A **common noun** is any name given to an object to denote the class to which it belongs; as, *boy, town, year.*

A **proper noun** is any name that distinguishes its object from others of the same class; as, *John, Alaska, June.*

A **collective noun** is a name that in the singular form denotes an aggregation or collection; as, *swarm, army, committee.*

An **abstract noun** is the name of any quality or attribute of an object; as, *strength, goodness, poverty.*

A **verbal noun** is the name of an action; as, *singing, skating, seeing.*

All nouns not belonging to any of the other classes are called **class nouns.**

Observation.—Two or more words are often used to form one name and should be considered as one noun; as, *New York City, Webster's Unabridged Dictionary, The Chambered Nautilus.*

CAPITALIZATION OF NOUNS

A proper noun should always begin with a capital letter. A noun usually proper becomes common when it ceases to distinguish its object from others of the same class; as, "John Milton was an English poet." "He is the Milton of his age."

The word "Milton" in the second sentence is a common noun, as it may be applied to any one having the characteristics of Milton. Personal names, however, even when used as common nouns, still retain their capital letters.

A noun usually common becomes proper when it distinguishes its object from others of the same class, and when so used should begin with a capital letter; as, "He made many good resolutions at the beginning of the new year." "He usually made good resolutions on *New Year's Day*."

Common nouns are sometimes capitalized when they are personified; as, "When *Spring* smiles, we forget *Winter's* frown."

Newspaper Style

It is very difficult to give any definite rules for capitalization, when there is so much difference in the use of capitals in the various newspaper and other publishing houses. The tendency is, however, toward the use of fewer capital letters. Fewer capitals are used in business correspondence, newspapers and magazines than in book work. Study the following examples selected from daily newspapers.

NEW YORK TIMES

1. The President of the United States.
2. Wm. F. King, President of the Merchants' Association.
3. The President of the National Association.
4. The Governor of New York.
5. New York State Legislature.
6. The Senate and the House.
7. The Democrats and Republicans of Congress.
8. Civil Service Commission.
9. Young Republican Club.
10. County Court; Grand Jury.
11. Metropolitan Railway Company.
12. Grand Central Station.
13. East Thirteenth Street and Westervelt Avenue.
14. St. Michael's Protestant Episcopal Church.
15. Spanish-American War.

CHICAGO TRIBUNE

1. The president of the United States.
2. Dr. James B. Angell, president of the University of Michigan.
3. The senate and the house.
4. The governor and legislature of Illinois.
5. Circuit and Superior courts.
6. The Republicans and Democrats of congress.
7. International Harvester company.
8. The Masonic club of Yale university.
9. New York Avenue Presbyterian church.
10. Continental National bank.
11. Cook County board.
12. Seventy-ninth street and Lowe avenue.
13. Russian-Japanese war.
14. The Eighth ward.
15. Wheeling and Lake Erie railroad.

Name..... *Grade*.....

EXERCISE 5

Classify the italicized nouns in the following sentences:

(Deduct three per cent for each error.)

1. After many hours' *deliberation* the *jury* returned its verdict.
2. A *committee* is a miniature *assembly* that meets for the purpose of transacting *business.*
3. The *fruit* is the spirit of *love, peace,* long-suffering, *gentleness,* goodness, meekness, faith, and self-control.
4. The course consists of the study of *music, painting,* grammar, chemistry, and *astronomy.*
5. The *army* was delayed owing to the *burning* of the *bridges.*
6. We read about the *landing* of the *Pilgrims.*
7. Many difficulties were encountered in the *laying* of the *Atlantic cable.*
8. *Mercury, Venus,* and *Earth* are *planets.*
9. The *synod* voted for a *revision* of the creed.
10. It is the duty of the *United States* to establish and maintain a just and lawful *government* in *Cuba,* of some sort, as much as it is her *duty* to maintain a similar government in *Alaska* or *Missouri* or the *District of Columbia.*

	10 PROPER	COMMON			
		5 Collective	10 Abstract	5 Verbal	2 Class
1.	.....	.....	.....	.....	.....
2.	.....	.....	.....	.....	.....
3.	.....	.....	.....	.....	.....
4.	.....	.....	.....	.....	.....
5.	.....	.....	.....	.....	.....
6.	.....	.....	.....	.....	.....
7.	.....	.....	.....	.....	.....
8.	.....	.....	.....	.....	.....
9.	.....	.....	.....	.....	.....
10.	.....	.....	.....	.....	.....

Name..... *Grade*.....

EXERCISE 6

Underscore each word in the following sentences that should begin with a capital letter. (Deduct one per cent for each error.)

1. The company has made rapid progress.
2. The gregg publishing company is located on wabash avenue.
3. There was no other avenue of escape.
4. Whittier wrote the "corn song."
5. Sing a song to me.
6. Both the democrats and the republicans will hold their convention in june.
7. Jefferson was a man of democratic principles.
8. The countries of south america have been hindered in their progress by many revolutionary wars.
9. The revolutionary war began in earnest after the signing of the declaration of independence.
10. The tyranny of the king led the people to a declaration of their independence.
11. The gymnasium will be built during the spring and summer.
12. When spring smiles, we forget winter's frown.
13. President madison was the fourth president of the united states.
14. The wind is from the west.
15. He was brought up in the west.
16. Daniel webster was a great statesman.
17. Where are the daniel websters of to-day?
18. "Our father which art in heaven."
19. The boy's father gave him the money.
20. I refer to mr. r. c. jones, cashier of the corn exchange bank.
21. Mr. cannon is speaker of the house of representatives.
22. We were talking with speaker cannon.
23. The bill was passed by the house and the senate, and signed by the president.
24. This is a power that congress possesses but the secretary of war does not possess.
25. Thanksgiving day in the united states is an annual festival of thanksgiving for the mercies of the closing year. It is a national harvest festival, fixed by proclamation of the president and the governors of states. Since 1817 the day has been observed annually in new york, and since 1863 the presidents have always issued proclamations appointing the last thursday in november as thanksgiving day.

LESSON IV

MISUSED NOUNS

Ability, capacity.— In general, *capacity* signifies the power to receive and retain, while *ability* signifies the power to do. *Ability* may be either mental or physical, while *capacity*, when applied to persons, is always mental. Napoleon had great *capacity* as a general, as well as *ability* to direct the movements of his armies. A man may have unusual *capacity* for acquiring knowledge, and but little *ability* to make use of his knowledge.

Admittance, admission.—*Admittance* refers to place; *admission* refers also to position, privilege, favor, etc. A man may gain *admittance* to the rooms of a college, who would not be allowed *admission* as a student.

Address, speech, talk.—An *address* is formal and may be either written or spoken. A *speech* is less formal and is presumed to be spoken. *Addresses* and *speeches* are usually delivered on some special subject, while a *talk* is usually made at random and may denote a mere utterance of words with little thought. His *talk* was mainly made up of oaths and curses. His *talk* was empty.

Amateur, novice.— An *amateur* is one versed in, or a lover and practicer of, any particular pursuit, art, or science, but not engaged in it professionally. "A *novice* is one who is new or inexperienced in any art or business—a beginner, a tyro. An *amateur* may be an artist of great experience and extraordinary skill."—*Ayres.*

Answer, reply.— "An *answer* is given to a question; a *reply* to an assertion. We *answer* letters and *reply* to any arguments, statements, or accusations they may contain. We very properly write, 'I have now, I believe, *answered* all your questions and *replied* to all your arguments.' "—*Ayres.*

Audience, spectators.— An *audience* is an assembly of hearers. *Spectators* are on-lookers. The speaker held the attention of his *audience*. The ball game was watched by thousands of *spectators*.

Balance, remainder, rest.—*Balance* is the difference between two sides of an account—the amount that is necessary to make one equal to the other. *Rest* signifies that which remains behind. It is used of any part, large or small, and is applicable to both persons and things. *Remainder* usually signifies the smaller part after the greater part has been taken, and is applicable only to things. I still have a *balance* at the bank. We attended the convention in the morning, and the *rest* of the day was spent in sight-seeing. A few

of the men gained admittance to the building, but the *rest* remained outside. After providing for his wife and children, the testator left the *remainder* of his estate to his nephew.

Depot, station.—"A *depot* is a place where stores and material are deposited for safe keeping. A *station* is a place where trains and passengers stand for each other."—*Richard Grant White.* The goods were hauled from the Illinois Central freight *depot.* The train arrived at the La Salle street *station.*

Error, mistake, blunder.— An *error* is any unintentional deviation from the standard of right; a *mistake* is an *error* of judgment. A *blunder* is an inexcusable *error* committed through glaring ignorance, heedlessness, or awkwardness. The stenographer made many *errors* in typewriting the letter. She made a *mistake* in transcribing her notes, and *blundered* by copying the name and address incorrectly.

Evidence, testimony.— *Evidence* is that which convinces; *testimony* is that which is intended to convince. The *testimony* in the case showed no *evidence* of the man's guilt.

Hesitation, hesitancy.—*Hesitation* signifies a pausing or delay in forming an opinion or beginning action. *Hesitancy* signifies habit of *hesitation.* I have no *hesitation* in recommending this young man for a position, although he has a *hesitancy* in his speech.

Lady, woman, gentleman, man.— Avoid the use of *lady* and *gentleman* where *man* and *woman* will do.

Lunch, luncheon.—*Lunch* is a verb. *Luncheon* is a noun. "*Gents* wear *pants* and eat *lunch; men* wear *trousers* and eat *luncheon.*" We *lunch* each day at 12:00 M. A *luncheon* was given for him at the Auditorium Annex.

Majority, plurality.—A *majority* means *more than half,* while a *plurality* means *a greater number.* In an election a man has a *plurality* if he has more votes than any one else; he has a *majority* if he has more than half of the votes cast.

Neglect, negligence.— *Neglect* signifies the omission to do the thing that ought to be done. *Negligence* denotes the habit of *neglecting.* The switchman's *neglect* caused the wreck. The employee was dismissed on account of his *negligence.*

News, tidings.— *News* is general, while *tidings* are personal. We receive *news* of the battle, *tidings* of friends engaged in it.

Name ..... *Grade*.....

EXERCISE 7

Insert in each blank space the noun that expresses the exact meaning:

(Deduct three per cent for each error.)

Ability—capacity

1. To make a success, a man must have the ..... to stick to a task until it is finished.
2. The general displayed great ..... in the management of his army.
3. Many men have the ..... for managing the concerns of others, who would not have the ..... for conducting a concern of their own.—*Crabb.*
4. The student did not have the ..... to grasp the subject.
5. The explanation of these words will be very clear to a student of good .....
6. ..... is the gift of nature, ... of education.—*Taylor.*
7. ..... is requisite to devise and ..... to execute a great enterprise.—*Taylor.*

Admittance—admission

1. We applied for ..... at the gate.
2. He gained ..... to the room through the open door.
3. Illinois secured ..... as a state in 1818.
4. He was denied ..... to the society.

Address—speech—talk

1. His ..... was free and easy.
2. The professor's ..... on "Political Economy" was carefully prepared before it was delivered to his class.
3. The man who cannot put fire into his ..... should put his ..... into the fire.—*Mathews.*
4. The member of Parliament made a .....

Amateur—novice

1. I am young, a ..... in the trade.
2. No one but ..... will be admitted to the contest.

Answer—reply

1. Every ..... is an (a) ....., though every ..... is not a reply.—*Graham.*
2. An (a) ..... should be plain, an (a) ..... conclusive.—*Taylor.*
3. The attorney ..... to the objection.
4. I shall ..... your letter to-morrow.

[OVER]

Audience—spectators

1. The eyes of the ..... were filled with dust.
2. The ..... applauded the words of the speaker.

Balance—remainder—rest

1. The ..... of the land shall be divided between the two boys.
2. Armed like the ....., the Trojan prince appears.—*Dryden.*
3. The youth had to be content with the small .....
4. This state held the ..... of power.
5. The bookkeeper could not get his ..... for the month.
6. We spent the ..... of the evening at home.

Name..... *Grade*.....

EXERCISE 8

Insert in each blank space the noun that expresses the exact meaning:

(Deduct three per cent for each error.)

Depot—station

1. The ....., with all its stores, was burned.
2. We arrived at the ..... two minutes late.

Error—mistake—blunder

1. At first I thought the man was an old acquaintance, but on discovering my ....., I immediately apologized for my apparent rudeness.
2. The judge made a (an) ..... in overruling the objection.
3. The bookkeeper found a (an) ..... in his books.
4. His ..... in introducing the speaker created a general laugh.

Evidence—testimony

1. The reporter transcribed several pages of .....
2. The criminal's own story was the best ..... of his guilt.

Hesitation—hesitancy

1. We have no time in this world for .....
2. Some reasoned without doubt or .....—*Atterbury.*
3. The witness answered with much .....

Lady—woman—gentleman—man

1. In England the title ..... is correlative to lord, but in this country it is a name that may be given to any well-bred or well-dressed .....
2. In England ..... is a title applied to every ..... above the rank of yeoman, but in this country a ..... is a ..... of good breeding and character.
3. This table is reserved for .....
4. The ..... will please remove their hats.

Lunch—luncheon

1. Did you bring our ....., or shall we ..... out to-day?
2. We shall ..... at 1:30 to-day.

Majority—plurality

1. "B" received 400 votes. "C" received 500 votes. "D" received 250 votes. "C's" ..... was ——— votes.
2. A candidate for the United States Senate must have a ..... of the votes of the State Legislature in order to be elected.

[OVER]

Neglect—negligence

1. Young people should beware of .....
2. The soldier was charged with ..... of duty.—*Taylor.*

News—tidings

1. In time of war the public is eager for ....., and persons who have friends or relatives in the war are anxious to have ..... from them.
2. The letter brought me good .....
3. ..... is conveyed by letter, word, or mouth,
   And comes from North, East, West, or South.

LESSON V

MISUSED NOUNS (continued)

Part, portion.—A *part* is something less than the whole. A *portion* means a part allotted or assigned. I have only a *part* of the money. The father's *portion* was divided between his two sons.

Party, person.— Do not use *party* for *person* except in legal work. We speak of the *party* of the first part, the *party* of the second part, etc., but we should say, "I know a *person* (not *party*) that will do the work."

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Principal, principle.—*Principal* means chief; highest in rank; most important or considerable; one who takes the lead. *Principle* means a fundamental or primary truth. We speak of the *principal* of the note; the *principal* of the firm or the school; the *principles* of law, of grammar, of shorthand.

Progress, progression, advance, advancement.— *Progress* and *progression* imply an onward movement that may close only with life, while *advance* or *advancement* imply a moving forward to certain objects or limits that may end within life. *Progress* and *advance* are applied to that which is past, while *progression* and *advancement* are applied to that which is going on at the present time. The United States has made great *progress* in the past, and is still in a state of *progression.* The studious pupils are in *advance* of the idle ones. He is making rapid *advancement* in his work, and will soon have it finished.

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thoroughly schooled. Many of the *pupils* of the secondary schools become *students* in our colleges and universities, but only a few eventually become real *scholars.*

Quantity, number.—*Quantity* should be used in speaking of collection or mass, *number* in speaking of individuals; as, a *quantity* of sugar; a *quantity* of gold; a *number* of books; a *number* of people.

Relations, relatives.—While there is some authority for the use of *relations* in the sense of persons that are related by birth, precision is gained by using *relatives* in the sense of kinsfolk, and *relations* in the sense of connections between any persons or things. However, the expression, "poor relations," is preferable to "poor relatives." I have many *relatives* living in Chicago. Friendly *relations* existed between the two countries, but a *relationship* (kinship) existed between the two families.

Requirement, requisite.—"A *requirement* is something prescribed by a person or by a body of persons. A *requisite* is something demanded by the nature of things. A *requisition* is an authoritative demand or an official request."—*A. S. Hill.* The *requirements* of the office were very exacting. A thorough knowledge of English is one of the *requisites* of a good stenographer. One state may make a *requisition* to another to surrender a fugitive from justice.

Section, region, vicinity, neighborhood.—A *section* is a definite division. *Region* is used of extensive tracts lying about some specific center or under some great influence. *Vicinity* is used to designate the nearness of one thing to another, or of a person to a place. *Neighborhood* includes both the place or places in the vicinity and the persons inhabitating them. A *section* of land is six hundred and forty acres. He lived in the Arctic *regions.* The towns in the *vicinity* of the volcano were destroyed. He is a man of my own *neighborhood.*

Site, situation.—"A thing stands in a *situation* and rests upon a *site.*"—*Smith.* The *situation* of anything is its position in relation to its surroundings. A *site* has been selected for the museum.

Vocation, avocation.—A *vocation* is a person's regular business or calling. An *avocation* is something aside from one's regular calling. The man has taken up his *vocation* of teaching. His many *avocations* interfered with his regular business. *Vocation* means a calling, as "a" means "away." "A man's *avocations* are those pursuits or amusements which engage his attention when he is 'called away from' his regular business or profession—as music, fishing, oratory."—*Mathews.*

Name..... *Grade*.....

EXERCISE 9

Insert in each blank space the noun that expresses the exact meaning:

(Deduct three per cent for each error.)

Part—portion

1. ..... is a general term and is opposed to the whole, and may be formed by accident, or by design; ..... represents individuals.
2. I received my ..... of the estate.
3. I am told he was a man of great .....—*Johnson.*
4. To think her ..... was done.—*Milton.*
5. A ..... of the people followed along the shore.

Party—person

1. This man is a ..... to the suit.
2. He is a ..... of excellent habits.
3. Did you see the ..... for whom you were looking?
4. I'll have a ..... at the Bedford Head.—*Pope.*
5. Gentlemen all, I do suspect this trash
   To be a ..... in this injury.—*Shakespeare.*

Patron—customer

1. The merchant treated his ..... courteously.
2. St. Michael is mentioned as a ..... of the Jews.—*Dryden.*
3. A ..... is one who is in the habit of buying at a shop, store, factory, etc.
4. The institution numbers Mrs. Burton among its .....
5. This railroad has many .....

Pretence—pretension

1. The man obtained the money under false .....
2. Those who make the highest ..... often have but slender claim to public favor.
3. Men indulge those opinions and practices that favor their ..... —*L'Estrange.*
4. The ..... against religion will be baffled.—*Tillotson.*

Principal—principle

1. This man was found to be the ..... in the crime.
2. He was a teacher of false .....
3. Let us unite upon one common ..... of action.
4. He was advanced from agent to ..... in the business.
5. We are not ....., but auxiliaries in the war.—*Swift.*
6. The ..... and the students took a holiday.

[OVER]

Progress—progression—advance—advancement

1. The ..... of science still continues.
2. Our country has made great ..... during the last decade.
3. The ..... of kindness which I made was feigned.—*Dryden.*
4. My ..... to the throne.—*Shakespeare.*

Name..... *Grade*.....

EXERCISE 10

Insert in each blank space the noun that expresses the exact meaning:

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Proposition—proposal

1. A ..... is something offered to be done; a ..... is something submitted to be considered.
2. If you propose to your friend that he shall accept you as a partner, you make him a .....; if you propose to your friend to take him into partnership with yourself, you make him a .....

Pupil—student—scholar

1. A ..... of a college.
2. This business school has many .....
3. He was a ..... and a ripe and good one.—*Shakespeare.*
4. Tutors should behave reverently before their .....
5. The teacher and her ..... took a holiday.

Quantity—number

1. The people arrived in great .....
2. The metals were in different .....

Relations—relatives

1. I visited my friends and .....
2. I have no ..... living in this country.
3. Of all the ....., the ..... of numbers are the clearest.—*Fleming.*

Requirement—requisite—requisition

1. The governor would not issue a ..... for the accused man.
2. The chief ..... of a good stenographer are common sense and a thorough knowledge of English.
3. The goods will satisfy the most exacting ..... of the trade.
4. The agent issued ..... daily on the office for all his ..... in the field.

Section—region—vicinity—neighborhood

1. He spent the winter in the ..... of the equator.
2. My farm is situated in ..... No. 26.
3. The whole ..... was aroused by the act.
4. We live in a pleasant ..... in the ..... of Chicago.

[OVER]

Site—situation

1. Chicago has an excellent ..... for commerce.
2. The ..... of the building is uncertain.
3. Our home has a pleasant .....
4. The ..... for this building was selected because of its excellent .....

Vocation—avocation

1. His many ..... occupied much of his time.
2. Choose that ..... for which you are by nature adapted.
3. Practice your own chosen .....

LESSON VI

COMMON ERRORS IN THE USE OF NOUNS

DON'T SAY:	SAY:

Acceptation—acceptance

The man's *acceptation* of the office. The man's *acceptance* of the office.

"Acceptation" is used only in connection with words and phrases; as, "The present *acceptation* of the word."

Advise—advice

I want your *advise* in the matter. I want your *advice* in the matter.

"Advice" is a noun; "advise" is a verb.

All of them—them all

I want *all of them.* I want *them all.*

Apiece—short distance

I shall go *apiece* with you. I shall go *a short distance* with you.

Business—right

He had no *business* to do that. He had no *right* to do that.

Center—middle

The *center* of the street. The *middle* of the street.

"Center" means a point, and is more definite than "middle."

Combine—combination

A *combine* was formed. A *combination* was formed.

"Combine" should not be used as a noun in the sense of "combination."

Communication—letter

Your *communication* of the 4th instant. Your *letter* of the 4th instant.

Counsel—council

The city *counsel* meets to-night. The city *council* meets to-night.

"Council" means a body of advisers, while "counsel" means advice, or a person employed to give legal advice.

Cupsful—cupfuls

Take two *cupsful.* Take two *cupfuls.*

Day before yesterday—the day before yesterday

I came *day before yesterday.* I came *the day before yesterday.*

Evenings—in the evening

I am working *evenings* now. I am working *in the evening* now.

Neglect—negligence

1. Young people should beware of .....
2. The soldier was charged with ..... of duty.—*Taylor.*

News—tidings

1. In time of war the public is eager for ....., and persons who have friends or relatives in the war are anxious to have ..... from them.
2. The letter brought me good .....
3. ..... is conveyed by letter, word, or mouth,
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LESSON V

MISUSED NOUNS (continued)

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3. The goods will satisfy the most exacting ..... of the trade.
4. The agent issued ..... daily on the office for all his ..... in the field.

Section—region—vicinity—neighborhood

1. He spent the winter in the ..... of the equator.
2. My farm is situated in ..... No. 26.
3. The whole ..... was aroused by the act.
4. We live in a pleasant ..... in the ..... of Chicago.

[OVER]

Site—situation

1. Chicago has an excellent ..... for commerce.
2. The ..... of the building is uncertain.
3. Our home has a pleasant .....
4. The ..... for this building was selected because of its excellent .....

Vocation—avocation

1. His many ..... occupied much of his time.
2. Choose that ..... for which you are by nature adapted.
3. Practice your own chosen .....

LESSON VI

COMMON ERRORS IN THE USE OF NOUNS

DON'T SAY:	SAY:

Acceptation—acceptance

The man's *acceptation* of the office. The man's *acceptance* of the office.

"Acceptation" is used only in connection with words and phrases; as, "The present *acceptation* of the word."

Advise—advice

I want your *advise* in the matter. I want your *advice* in the matter.

"Advice" is a noun; "advise" is a verb.

All of them—them all

I want *all of them.* I want *them all.*

Apiece—short distance

I shall go *apiece* with you. I shall go *a short distance* with you.

Business—right

He had no *business* to do that. He had no *right* to do that.

Center—middle

The *center* of the street. The *middle* of the street.

"Center" means a point, and is more definite than "middle."

Combine—combination

A *combine* was formed. A *combination* was formed.

"Combine" should not be used as a noun in the sense of "combination."

Communication—letter

Your *communication* of the 4th instant. Your *letter* of the 4th instant.

Counsel—council

The city *counsel* meets to-night. The city *council* meets to-night.

"Council" means a body of advisers, while "counsel" means advice, or a person employed to give legal advice.

Cupsful—cupfuls

Take two *cupsful.* Take two *cupfuls.*

Day before yesterday—the day before yesterday

I came *day before yesterday.* I came *the day before yesterday.*

Evenings—in the evening

I am working *evenings* now. I am working *in the evening* now.

DON'T SAY:	SAY:
Exam—examination	
Have you taken your *exam* yet?	Have you taken your *examination* yet?
Female—woman	
There were two *females* present.	There were two *women* present.
Great hurry—great haste	
He left in a *great hurry*.	He left in *great haste*.
Home—house	
I am building a new *home*.	I am building a new *house*.
A "house" becomes a "home" when it becomes one's own dwelling-place.	
Human—human being	
No *human* could do that.	No *human being* could do that.
Lay of the land—lie of the land	
I like the *lay of the land*.	I like the *lie of the land*.
Both forms are considered correct, but the second is preferable.	
New beginner—beginner	
I am a *new beginner*.	I am a *beginner*.
Nobody's else—nobody else's	
Nobody's else work is so difficult.	*Nobody else's* work is so difficult.
No use—of no use	
It is *no use* to go now.	It is *of no use* to go now.
Postal—postal card	
I received a *postal* from you.	I received a *postal card* from you.
Raise in—increase of	
A *raise in* salary.	An *increase of* salary.
Setting hen—sitting hen	
A *setting hen*.	A *sitting hen*.
Ways—way	
It is a long *ways* off.	It is a long *way* off.

Name..... *Grade*.....

EXERCISE 11

Strike out the incorrect italicized words in the following sentences:

(Deduct four per cent for each error.)

1. The rent will be *raised—increased* on the first of the month.
2. The new schedule provides for a salary of twelve hundred dollars for the first year and for annual *increases—raises* thereafter until the sixth year.
3. This is the common *acceptance—acceptation* of the term.
4. I wish to *advise—advice* we have received no *advise—advice* from your office.
5. I have *them all—all of them* in my office.
6. Will you go *a short distance—apiece* with me?
7. They had no *right—business* to go on with the work.
8. Place the chair in the *center—middle* of the room.
9. He stood in the *middle—center* of the circle.
10. This firm has no connection with the newly-formed *combination—combine.*
11. I am in receipt of your *letter—communication* of yesterday.
12. My *counsel—council* attended the meetings of the *council—counsel.*
13. Take two *spoonsful—spoonfuls* after each meal.
14. It snowed *day before yesterday—the day before yesterday.*
15. I do my studying *in the evening—of evenings.*
16. I shall take my *examination—exam* to-morrow.
17. The *females—women* sat on one side of the room, and the *males—men* on the other.
18. My new *home—house* is nearly completed.
19. No *human—human being* could withstand the heat.
20. The *lay of the land—lie of the land* is very important.
21. As I am not a *beginner—new beginner,* I think I can finish the course in a few weeks.
22. That is *nobody's else—nobody else's* business.
23. It is *no use—of no use* to try to do that.
24. I shall send you a *postal—postal card* when I arrive.
25. The *setting hen—sitting hen* is sitting on her nest.
26. It is a long *way—ways* to the city.

LESSON VII

CLASSIFICATION OF PRONOUNS

1. If at first *you* don't succeed, try, try again.
2. A friend of *mine* has a claim upon *me*.
3. *He himself* entered into the synagogue and reasoned with the Jews.
4. *Who* art *thou?*
5. Every man will succeed *whose* actions are guided by the principle of justice.
6. *He* jests at scars *that* never felt a wound.
7. *Who* assassinated President Garfield?
8. *What* was the cause of the Civil War?
9. *Which* was the greater soldier, Grant or Lee?
10. Porto Rico, *which* the Americans acquired from Spain, is very valuable.
11. *He that* would succeed must work.
12. Booker T. Washington, *who* is the benefactor of *his* race, was a slave.
13. *This* is better than *that*.
14. *Many* were invited, but *few* came.

QUESTIONS

1. What pronouns in the foregoing sentences represent within themselves the person speaking? The person spoken to? The person or thing spoken of?

2. What pronouns connect subordinate sentences to the words that they represent?

3. What pronouns are used to ask questions?

4. What pronouns are usually used as adjectives?

PERSONAL PRONOUNS

Personal pronouns are those that within themselves show whether they represent the speaker, the person spoken to, or the person or thing spoken of; as, *I, you, he, she, it.*

ANTECEDENT

The word for which a pronoun stands is called the **antecedent.** It may be expressed or understood.

RELATIVE PRONOUNS

Relative pronouns are those that connect subordinate sentences to their antecedents; as, "I saw John Smith, *who* was hurt." "I saw the man *that* was hurt." The relative pronouns are "who," "which," "what" and "that," with their declined forms.

Interrogative Pronouns

Interrogative pronouns are those used in asking questions; as, "*Who* art thou?" "*Which* do you want?"

Adjective Pronouns

Adjective pronouns are those that are usually used as adjectives; as, "You may have *this* and I will take *that*." "*All* must pay the price."

Who, Which, That

"Who" usually refers to persons, but frequently to animals of extraordinary intelligence. "Which" and "that" refer to both persons and things. "Which" or "that" should be used when the antecedent refers to both persons and things.

"Who" or "which" should be used to introduce a non-restrictive clause; that is, a clause that adds a new thought.

"Who" and "which" in introducing clauses are equivalent to a conjunction and a personal pronoun.

"That" should be used to introduce a restrictive clause; that is, one that is necessary in order to make the meaning of the antecedent plain; as,

The boys, *who* were late, were punished. (All the boys were late.)
(and they)

The boys *that* were late were punished. (Not all the boys were late.)

The buildings, *which* burned, were insured. (All the buildings burned.)
(and they)

The buildings *that* burned were insured. (Not all the buildings burned.)

Note.—(a) Good writers often use *who* and *which* in restrictive clauses, but nothing is often gained by it; it is a violation of rule that should neither be encouraged by the grammarian nor imitated by the student of composition.

(b) When a relative is needed immediately after a preposition, it must be *whom* or *which*, for *that* cannot be so used. In this case we must either use the objective form of *who* or *which* in a restrictive clause, or close the sentence with a preposition. Either is allowable; as, "He is the man *that* I came *with*," or "He is the man *with whom* I came."

(c) *Who* may sometimes be used in a restrictive clause to avoid the repetition of *that;* as, "A woman *that* had a daughter who was very beautiful;" or "A woman *who* had a daughter *that* was very beautiful."—*Rigdon's Grammar of the English Sentence.*

Note.—In this matter [reserving *that* for clauses that restrict the meaning of the antecedent] the ear is a surer guide than any theory, and the ear often decides against the theory in question. There may be ears which prefer "that book that you spoke of" to "that book which you spoke of," but hardly any would prefer "that that you spoke of" to "that which you spoke of." No one would say "the house in *that* Holmes was born," and few would prefer "the house that Holmes was born in" to "the house in which Holmes was born."—*Hill's Beginnings of Rhetoric and Composition.*

Name..... *Grade*.....

EXERCISE 12

Classify the italicized pronouns in the following sentences:

(Deduct four per cent for each error.)

1. *I* like to confide in one *that* I know will never betray *my* confidence.
2. *Whom* did *you* understand *it* to be?
3. *He* supposed it to be *me*.
4. *Many* are called, but *few* are chosen.
5. *This* will last longer than *that*.
6. *Some* must work while *others* play.
7. He *that* would succeed must work.
8. Give it to *whomever* wants it.
9. The hat is *yours*, not *mine*.
10. *Who* discovered America?
11. *What* art *thou?*
12. Give *us* this day *our* daily bread.
13. *Whom* makest thou *thyself?*

	12 Personal	8 Relative	4 Interrogative	6 Adjective
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....
6.	.....	.....	.....	.....
7.	.....	.....	.....	.....
8.	.....	.....	.....	.....
9.	.....	.....	.....	.....
10.	.....	.....	.....	.....
11.	.....	.....	.....	.....
12.	.....	.....	.....	.....

Name..... *Grade*.....

EXERCISE 13

Draw a line connecting each pronoun in the following sentences with its antecedent: (Deduct six per cent for each error.)

1. John has recited his lesson.
2. Most men know what they hate, few what they love.—*Cotton.*
3. As the ground was before, thus let it be.
4. Let every pupil use his own book.
5. The poor widow lost her only son.
6. The greatest men of a nation are those whom it puts to death.
7. The house that burned belonged to me.
8. The cargo, which was valuable, was lost.
9. A dream itself is but a shadow.—*Shakespeare.*
10. Pilgrim, I greet thee.

NOTE.—The antecedent of a pronoun is often omitted.

Name..... *Grade*.....

EXERCISE 14

Fill the blank spaces in the following sentences with *who, which,* or *that.*

(Deduct five per cent for each error.)

1. That ..... is, is: that ..... was, is not.
2. This is the one ..... I want.
3. Here is a man ..... can do your work.
4. I shall give the prize to any one ..... will solve the problem.
5. He ..... runs may read.
6. Theodore Roosevelt, ... was president of the United States, is a great statesman.
7. We saw President McKinley, ... was assassinated.
8. The lodge to ..... I belong meets on Tuesday evening.
9. The lodge ..... I belong to meets on Tuesday evening.
10. I think that the book ..... you have is not complete.
11. The physicians of Chicago ..... performed the operation were charged with carelessness.
12. Please repeat the poem ..... you read yesterday.
13. On reaching the station the boy met his father, ... told him of his mother's death.
14. I am studying English, ... I find very interesting.
15. That man hath perfect blessedness ..... walketh not astray.
16. These are some of the special bargains ..... we are now offering.
17. If you do not find anything in the circular ..... will suit you, kindly write us again.
18. Thoughts ..... breathe and words ..... burn.

LESSON VIII

CLASSIFICATION OF VERBS

1. A bloody battle *was fought* in July, 1861.
2. Many bloody battles *were fought* in 1861.
3. I *desire to rest* and *to regain* my strength.
4. He *desires to rest* and *to regain* his strength.
5. He *came walking* and *leaping* and *praising* God.
6. They *came walking* and *leaping* and *praising* God.
7. Luther *translated* the Bible into German.
8. The birds *sang* sweetly.
9. I *eat* my dinner each day.
10. I *ate* my dinner yesterday.
11. I *have eaten* my dinner to-day.
12. I *study* my lesson each day.
13. I *studied* my lesson yesterday.
14. I *had studied* my lesson yesterday.
15. Milton *was* a great epic poet.
16. Whittier *wrote* many poems.
17. The Bengal tiger *is* very ferocious.
18. Of all sad words of tongue or pen,
    The saddest *are* these: "It *might have been.*"

QUESTIONS

1. What verbs in the foregoing sentences change their forms to agree with the person or number of their subjects?

2. What verbs do not change their forms to agree with the person or number of their subjects?

3. What verbs represent action as passing from the subject to some object?

4. What verbs represent action or being as pertaining wholly to their subjects?

5. What verbs assert relation merely between their subjects and the attributes of their subjects?

6. What verbs express attributes of action, and also assert relation between these attributes and their subjects?

7. What verbs form their past tense and perfect participle by adding *d* or *ed* to the present tense form?

8. What verbs do not form their past tense and perfect participle by adding *d* or *ed* to the present tense form?

9. What verbs may be used either by themselves or in connection with other verbs?

10. What verbs can be used only in connection with other verbs?

Basis of Classification

Verbs are classified upon five different bases: (1) With respect to their relation to subjects, verbs are either **finite** or **infinite.** (2) With respect to their relation to objects, verbs are either **transitive** or **intransitive.** (3) With respect to form, verbs are either **regular** or **irregular.** (4) With respect to their completeness of predication, verbs are either **copulative** or **attributive.** (5) With respect to their rank, verbs are either **principal** or **auxiliary.**

Finite verbs change their form to agree with the person or number of their subjects; as, "I *sing.*" "He *sings.*"

Infinite verbs do not change their form to agree with the person or number of their subjects; as, "I like *to sing.*" He likes *to sing.*" "I enjoy *singing.*" "He enjoys *singing.*"

A **transitive verb** represents action as passing from its subject to an object; as, "David *struck* Goliath."

An **intransitive verb** represents action or being as pertaining wholly to its subject; as, "Birds *fly.*" "He *is* a man."

A **regular verb** forms its past tense and perfect participle by adding *d* or *ed* to the present tense form; as, *love, loved, loved; plow, plowed, plowed.*

An **irregular verb** forms its past tense and perfect participle irregularly; as, *see, saw, seen; know, knew, known.*

A **copulative verb** merely asserts relation between its subject and an attribute of its subject; as, "Snow *is* white." "Roosevelt *is* president."

An **attributive verb** both expresses an attribute of action of its subject, and asserts the relation between this attribute and its subject; as, "Birds *sing.*" "Fish *swim.*"

Observation.—All verbs of action are *attributive.* All verbs of inaction are *copulative.*

A **principal verb** may be used either by itself or in connection with other verbs; as, "I *see.*" "I *can see.*"

An **auxiliary verb** is used only in connection with other verbs; as, "I *may* go." "I *should* go."

Pure and Impure Copulative Verbs

The verb "be" with its various forms is the only **pure copulative verb.** The verbs of *sense* when they do not express action are copulative, but when they express action they are attributive; hence, they are called **impure copulative verbs;** as, "He *tastes* the apple." (Attributive.) "Sugar *tastes* sweet." (Copulative.)

Name..... *Grade*.....

EXERCISE 15

Classify the verbs in the following sentences:

(Deduct one per cent for each error.)

1. God helps them that help themselves.
2. Nature does nothing in vain.—*Addison.*
3. The wages of sin is death.
4. He is a clergyman.
5. He seems a clergyman.
6. I shall meet you soon.
7. It would have been flat heresy to do so.—*Dickens.*
8. Quoth the raven, "Nevermore."—*Poe.*
9. Learn to labor and to wait.
10. Beware of the flatterer.—*Franklin.*
11. Bees are skillful in building their nests.
12. His having failed is not surprising.
13. 'Tis better to have loved and lost than never to have loved at all.—*Tennyson.*
14. If ever I did dream of such a matter, abhor me.—*Shakespeare.*
15. The fire was lighted.
16. Shall I, wasting in despair,
    Die because a woman's fair?
    If she love me, then believe
    I will die ere she shall grieve.
17. To be, or not to be; that is the question.—*Shakespeare.*
18. Blow, winds, and crack your cheeks! rage! blow!—*Shakespeare.*
19. The fire burns brightly.
20. Come, we burn daylight.—*Shakespeare.*
21. Sugar tastes sweet.
22. The sun gives light and heat.

Finite	Infinite	Trans.	Intrans.	Reg.	Irreg.	Attrib.	Cop.	Prin.	Aux.

[OVER]

Finite	Infinite	Trans.	Intrans.	Reg.	Irreg.	Attrib.	Cop.	Prin.	Aux.

LESSON IX

INFINITIVES and PARTICIPLES

Infinite verbs are divided into **infinitives** and **participles.** They differ from **finite verbs** in that they assume instead of asserting action, being or state. The infinitive may usually be known by the sign "to." The infinitive is always a verb, although it may perform the office of a noun, an adjective, or an adverb. The participle may perform the office of a noun, an adjective, or an adverb, or it may become a noun or an adjective; as,

Infinitives and participles used as nouns

To err is human.
Erring is human.
To live is *to die.*
Living is *dying.*
She likes *to read.*

Infinitives and participles used as adjectives

Every effort *to save* him failed.
The ring *being formed,* two or three rode toward the horses.
He seems well *informed.*
School is *to be closed* during the holidays.

Infinitives and participles used as adverbs

He works *to live.*
He went *to work.*
The waves came *dashing* onward.
The boys came *marching* home.

Participial Nouns and Adjectives

When participles do not express any idea of time, they lose their verbal nature and become **nouns** or **adjectives**; as, "*Reading, writing,* and grammar are taught in the public schools." "The *sparkling, dancing, purling* rivulet is a tireless, incessant worker."

Participles may be: **Present**; as, *writing, singing.* **Past**; as *written, sung.* **Perfect**; as, *having written, having been written.*

Name..... *Grade*.....

EXERCISE 16

Write two sentences each containing an *infinitive* used as a ***noun.***
Write two sentences each containing a *participle* used as a ***noun.***
Write two sentences each containing an *infinitive* used as an *adjective.*
Write two sentences each containing a *participle* used as an *adjective.*
Write two sentences each containing an *infinitive* used as an *adverb.*
Write two sentences each containing a *participle* used as an *adverb.*
Write two sentences each containing a *participial noun.*
Write two sentences each containing a *participial adjective.*

(Deduct six per cent for each error.)

1. .....

.....

2. .....

.....

3. .....

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4. .....

.....

5. .....

.....

6. .....

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7. .....

.....

8. .....

.....

[OVER]

9. .....

.....

10. .....

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11. .....

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12. .....

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13. .....

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14. .....

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15. .....

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16. .....

.....

LESSON X

MISUSED VERBS

Accept, except.—To *accept* is to take something offered. *Except* is to leave out, to exclude. I shall *accept* the position. Only a few were *excepted* from service.

Affect, effect.—*Affect* means to pretend or to influence. *Effect* means to accomplish, to bring about; as a noun it signifies the result. He *affected* illness. The wind *affects* the climate. He *effected* an entrance to the building. The *effect* ceases with the cause.

Aggravate, irritate.—*Aggravate* in the sense of *offend* or *irritate* is colloquial. It literally means to make heavier, and is applicable only to evils or offences. *Irritate* signifies to excite anger, and is not so strong as *provoke* or *exasperate*. *Irritate* is also employed in a physical sense; as, "to *irritate* the skin." The prisoner only *aggravated* his case by his deeds of violence. The remarks of the men were very *irritating* to those who heard them.

Allude, refer.—To *allude* to a subject is to refer to it indirectly, to hint at it by remote suggestions. In the sentence, "Every man must have his pound of flesh," the writer *alludes* to the story in Shakespeare's "Merchant of Venice." A speaker sometimes *alludes* to a name that he does not mention; he *refers* to it when he mentions it. The same distinction should be observed between *allusion* and *reference*.

Bound, determined, certain.—Do not say "I am *bound* to win;" "There is *bound* to be a wreck." Say "I am *determined* to win;" "There is *certain* to be a wreck." The use of *bound* in the sense of *determined* or *certain* is colloquial and should be avoided. It is correct, however, to say, "He is *bound* to do his duty," where obligation is expressed.

Buy, purchase.—We *buy* necessities; we *purchase* luxuries. To *buy* usually signifies the giving of money, while we may *purchase* by giving anything in exchange for something else; as in the sentence, "Is life so dear, or peace so sweet, as to be *purchased* at the price of chains and slavery?"

Carry, bring, fetch.—*Carry* signifies motion from; *bring*, motion toward; and *fetch*, motion first from and then toward. The robbers *carried* the money away with them. The postman will *bring* me a letter. I send my errand boy to *fetch* a pail of water.

Commence, begin, inaugurate.—*Inaugurate* means to invest formally with an office or to make a formal beginning of some important movement. *Commence* and *begin* have the same meaning, but as *begin* is an Anglo-Saxon word and less formal, most writers prefer it to *commence*. The president is *inaugurated* on the fourth of March. A movement was ***inaugurated*** to guarantee bank deposits. A crusade against saloons has been ***commenced*** (or *begun*). I *begin* my daily work at nine o'clock.

Confirm, corroborate.—To *confirm* signifies to make sure; to ***corroborate***, to make stronger. A story is *confirmed* when all doubt has been removed. When one witness testifies to the same facts as another, the testimony is *corroborated*, or made stronger.

Convoke, convene.—*Convoke* signifies to call together; to ***convene***, to come together. It is the prerogative of the president of the United States to *convoke* the Senate. The citizens *convened* in the State House.

Distinguish, discriminate.— To *discriminate* is to make fine or nice ***distinctions***. "We *distinguish* best when we show great differences. We ***discriminate*** best when we show slight differences."—*Smith*. "We ***distinguish*** by means of the senses as well as the understanding; we ***discriminate*** by the understanding only."—*Crabb*.

Hope, expect, anticipate.— We *hope* for that which is welcome. There may or may not be ground for *hope*. We *expect* that which is probable or reasonably certain. We may *expect* the good or the bad according to circumstances. *Anticipate* signifies, literally, "to take before," and should not be used for *expect*. We *hope* to live long and be happy. The general ***anticipated*** the enemy's movement and removed his stores. His death was hourly ***expected*** (not *anticipated*).

Locate, settle.—Don't say "I shall *locate* in Dakota." Say "I shall ***settle*** in Dakota." *Locate* should be used only in a transitive sense; as, "We succeeded in *locating* the church."

Migrate, emigrate, immigrate.—*Migrate* signifies to change one's dwelling-place, usually for short periods only, and applies to people, birds, and animals. *Emigrate* and *immigrate* apply only to persons, and signify a permanent change of residence. People *emigrate* from the country they leave and *immigrate* to the country where they take up their abode. Many birds ***migrate*** in autumn to a warmer climate.

Prescribe, proscribe.—*Prescribe* signifies to set or lay down authoritatively for direction; to give as a rule of conduct. *Proscribe* means to denounce

and condemn. The physician *prescribes* for his patient. Sylla and Marius *proscribed* each other's adherents.

Present, introduce.— We are introduced to our equals and *presented* to our superiors. I *introduce* my friends to each other. An envoy may be *presented* to the king. "Introduce the younger to the older, the person of lower position to the person of the higher, the gentleman to the lady."—*White.*

Purpose, propose.—I *purpose* to do that which lies in my own mind and which I have decided or determined to do immediately. What I *propose* is usually offered or stated to others. I may *propose* to myself, however, that which is more or less remote; that which requires planning and deliberation, and on which my mind is not clearly made up. I *purpose* to write a letter this morning. I *propose* to write a book next year. What do you *purpose* to do this morning? What do you *propose* that I shall do this morning?

Remember, recollect.—We *remember* when an idea recurs to the mind without effort; we *recollect* only by effort. I *remember* the story generally, but do not *recollect* the details of it.

Seem, appear.— Things *appear* to the senses. They *seem* to the judgment. The house *appears* to be well built. "It *seems* that the Turkish power is on the decline."—*Webster's Dictionary.*

"For the soul is dead that slumbers,
And things are not what they *seem.*"

Transpire, occur, take place.—*Transpire* signifies to escape from secrecy. "*Occur* is equivalent to happening to a person, or to falling undesignedly in his way. It is said, not only of events, but of ideas or thoughts which suggest themselves."—*Smith.* Things *take place* by arrangement. It has *transpired* that the enterprise was not a success. The thought did not *occur* to me. A battle may either *occur* or *take place.* Accidents *occur.* Weddings *take place.*

Name..... *Grade*.....

EXERCISE 17

Insert in each blank space the verb that expresses the exact meaning:

(Deduct two per cent for each error.)

Accept—except

1. If you ..... them, then their worth is great.—*Shakespeare.*
2. But yesterday you never opened lip
   ..... indeed to drink.—*Tennyson.*
3. All came ..... one.
4. I shall ..... the invitation.
5. Did he ..... the draft when it was presented to him?

Affect—effect

1. There are about fifty employees who will be ..... by this proviso.
2. This proviso seeks to ..... a change in the government printing office.
3. They left without ..... their purpose.
4. The climate ..... his health.
5. Thou dost ..... my manners.—*Shakespeare.*
6. He ..... ignorance in the case.
7. What was the ..... of the ruling?
8. With much difficulty they ..... a landing.

Aggravate—irritate

1. The defense made by the prisoner's counsel did rather ..... than extenuate his crime.—*Addison.*
2. I was very much ..... by his hasty remarks.
3. The prattle of the children ..... the old man.
4. Sickness ..... the ills of poverty.

Allude—refer

1. The story ..... to a recent transaction.
2. You may ..... to my former employer as to my work.
3. The speaker did not mention the subject directly, but ..... to it many times.
4. The speaker did nothing more than ..... to the remissness of the officer, although it was easy to see to whom he .....

Bound—determined—certain

1. She is ..... to have her way.
2. There is ..... to be a day of reckoning.
3. I am ..... to go to the meeting.
4. I am neither legally nor morally ..... to do this.

[OVER]

Buy—purchase

1. The Saxon ..... is used for all the homely and petty concerns of common life, while the French word ..... is often restricted to transactions of more dignity.
2. Thomas Jefferson ..... Louisiana from France.
3. ..... what thou has no need of, and ere long thou wilt sell thy necessaries. —*Franklin.*
4. ..... the truth and sell it not.—*Bible.*
5. I will ..... with you, sell with you.—*Shakespeare.*

Bring—fetch

1. God sends nothing, God ..... everything.—*Brooks.*
2. The master sent his servant to ..... him a drink of water.
3. To ..... is to convey to; it is a simple act; to ..... is a compound act; it means to go and .....—*Graham.*
4. Do not forget to ..... your book to the class with you.
5. Go ..... my best attires;
   ..... our crown and all.—*Shakespeare.*

Commence—begin—inaugurate

1. Formal and public transactions, ceremonies, and the like, are said to .....; common and familiar things to .....—*Smith.*
2. These men if elected will ..... a reform.
3. He ..... to laugh and to sing.
4. I shall ..... the study of law next year.

Confirm—corroborate

1. We wired you yesterday, "Top price 82c," which we now .....
2. Your story does not ..... mine.
3. Recent researches into the story of prehistoric man ..... the universal teaching of tradition and written history.—*C. Van Norden.*
4. The treaty was ..... when it was signed by representatives of the two countries.
5. Please ..... the report of the committee.

Name..... *Grade*.....

EXERCISE 18

Insert in each blank space the verb that expresses the exact meaning:

(Deduct two per cent for each error.)

Convoke—convene

1. We shall ..... again at 8:30 o'clock.
2. The general ..... a meeting of his principal counsellors.
3. Parliament was ..... by the king.
4. The delegates were ..... at a late hour.
5. The Senate will ..... on March 6.

Distinguish—discriminate

1. It is usually easy to ..... between right and wrong.
2. Can you ..... between these two words?
3. We may not be able to ..... between the sensitive plant and the animal.—*Hopkins.*
4. In mental processes we ..... between objects by ..... their differences.—*Fernald.*

Hope—expect—anticipate

1. I ..... to see you soon, and should be glad to have you write me when I may ..... you.
2. The designs of the enemy were .....
3. I ..... your coming with pleasure.
4. The arrival of the boat was hourly .....
5. If I know your sect, I ..... your argument.—*Emerson.*

Locate—settle

1. Yes, I intend to ..... in Chicago.
2. We could not ..... the scene of the battle.
3. I shall ..... in one of the western states.

Migrate—emigrate—immigrate

1. The band will soon ..... to a new country.
2. The Pilgrims ..... from England.
3. The birds have begun to .....
4. We shall undoubtedly ..... from this country.

Prescribe—proscribe

1. The country clung to its ..... faith.—*McCarthy.*
2. Thousands of people were ..... by the Roman emperors.
3. I shall do whatever you .....
4. The physician ..... a course of treatment for his patient.

[OVER]

Present—introduce

1. I was ..... to my classmates.
2. Columbus was ..... to the King and Queen of Spain.
3. We were ..... to the President.
4. The use of the word ..... for ..... is an affectation. —*White.*
5. We ..... foreign ministers to the President; we ..... our friends to each other.—*White.*

Purpose—propose

1. I ..... to go immediately.
2. Plan and ..... as we may, the plans and ..... will turn only to the final end which he (God) has predetermined.—*Herbert.*
3. I shall ..... my plans to him to-morrow.
4. I ..... to do right; I ..... to do this specific thing because it is right.

Remember—recollect

1. Animals ....., man alone .....—*Draper.*
2. Do you ..... me?
3. ..... thy Creator in the days of thy youth.
4. That which is ..... is often more vivid than that which is seen. —*Higginson.*
5. On my way home I ..... that I had another engagement.
6. We ..... the incidents of our childhood, we ..... what happened yesterday.

Seem—appear

1. The sun ..... above the horizon.
2. The sun ..... to move.
3. The stars ..... in the firmament at evening.
4. The plan ..... practicable.
5. The author ..... to understand his subject.
6. Things ..... good or bad as far as we can judge by our senses. Things ..... right or wrong as we determine by reflection. When things are not what they ....., our senses are deceived; when things are not what they ....., our judgment is at fault.—*Ayres.*

Transpire—occur—take place

1. A meeting of the council will .... to-night.
2. The two armies came together unexpectedly, and a battle .....
3. It ..... that this man was not loyal to his cause.
4. The secret finally .....
5. No, they have no railroad accidents to speak of in France. But why? Because when one ....., somebody has to hang for it.—*Mark Twain.*

LESSON XI

COMMON ERRORS IN THE USE OF VERBS

DON'T SAY:	SAY:
Allowed—thought	
I *allowed* he would go.	I *thought* he would go.
"Allow" for "think" and "allowed" for "thought" are vulgarisms.	
Am going—intend	
I *am going* to study English.	I *intend* to study English.
Appreciate—increase in value	
The stock will *appreciate.*	The stock will *increase in value.*
Be back—come back	
I shall *be back* soon.	I shall *come back* soon.
"Back" signifies direction toward the starting point.	
Beg to say—would say	
I *beg* to say, etc.	I *would* say, etc.
Business men are not beggars.	
Beg to remain—remain	
I *beg to remain* Yours truly.	I *remain* Yours truly.
Back—direct	
Back the letter for me.	*Direct* the letter for me.
It is also improper to speak of "addressing" envelopes.	
Blame it on—accuses	
He *blames it on* me.	He *accuses* me.
Calculate—intend	
I *calculate* to study English.	I *intend* to study English.
Can help—is necessary	
Do not make any more noise than you *can help.*	Do not make any more noise than *is necessary.*
Carry—keep	
We do not *carry* these goods in stock.	We do not *keep* these goods in stock.
Discommode—incommode	
I fear I shall *discommode* you.	I fear I shall *incommode* you.
"Discommode" is obsolete.	
Disremember—do not remember	
I *disremember* the incident.	I *do not remember* the incident.

DON'T SAY:	SAY:
Get through—finish	
When I *get through* with my work, I *calculate* to take a vacation.	When I have *finished* my work, I *intend* to take a vacation.
Got on fire—took fire	
This building *got on fire.*	This building *took fire.*
Got—prepared	
My mother *got* supper.	My mother *prepared* supper.
Graduated from—was graduated at	
I *graduated from* Yale.	I *was graduated at* Yale.
Help—avoid	
I could not *help* crying.	I could not *avoid* crying.
Leave—let	
Leave him be.	*Let* him be.
Loan—lend	
Money to *loan.*	Money to *lend.*
The use of "loan" as a verb has some support, but it is avoided by the best writers.	
Made an appearance—put in an appearance—appeared	
He *put in an appearance.*	He *appeared.*
Might of—might have	
He *might of* known better.	He *might have* known better.
Owned—confessed	
The man *owned* that he was in the wrong.	The man *confessed* that he was in the wrong.
Past—passed	
He *past* me at half *passed* nine.	He *passed* me at half-*past* nine.
"Passed" is a verb; "past" is an adjective.	
Pardon—excuse	
I *beg your pardon.*	Please *excuse me.*
"We ***excuse*** a small fault; we *pardon* a great fault. We ***excuse*** that which personally affects ourselves; we *pardon* that which offends against morals. We may ***excuse*** as equals; we can *pardon* only as superiors."—*Crabb.*	
Posted—informed	
He is well-*posted.*	He is well-*informed.*
People are "informed;" books are "posted."	
Ran with—associated with	
I *ran with* her for a year.	I *associated with* her for a year.

DON'T SAY:	SAY:
Retire—go to bed	
I think I shall *retire.*	I think I shall *go to bed.*
Stand—bear	
I could not *stand* the pain.	I could not *bear* the pain.
State—say	
I wish to *state* that we cannot accept your prices.	I wish to *say* that we cannot accept your prices.
To "state" a thing is to present it in a concise, formal way. A lawyer "states" his case to the court.	
Suspicioned—suspected	
The man was *suspicioned* of the crime.	The man was *suspected* of the crime.
"Suspicion" should never be used as a verb.	
Take a seat—be seated	
Please *take a seat.*	Please *be seated.*
Take it easy—rest	
I intend to *take it easy* to-morrow.	I intend to *rest* to-morrow.
Takes up—open or begin	
School *takes up* at nine.	Schools *opens* or *begins* at nine.
Took—mistook	
I *took* him for the manager.	I *mistook* him for the manager.
Try and—try to	
I will *try and* see you to-morrow.	I will *try to* see you to-morrow.
"Try and" as an idiom of the language has, however, some support.	
Would seem—seems	
It *would seem* to me.	It *seems* to me.
Want—want to come	
Do you *want* in?	Do you *want to come* in?
This expression is a provincialism, and should therefore be avoided.	
Work on—appeal to	
They tried to *work on* his sympathy.	They *appealed to* his sympathy.
You bet—may be assured	
You *bet* I *will* be there.	You *may be assured* I *shall* be there.

Name..... *Grade*.....

EXERCISE 19

Strike out the incorrect italicized words in the following sentences:

(Deduct four per cent for each error.)

1. I *thought—allowed* he would come to-day.
2. I am *going—intend* to finish my lesson to-day.
3. This stock is certain to *appreciate—rise in value* before fall.
4. I shall *be back—come back* to-morrow.
5. I *would say—beg to say* that this is more than we wish to pay.
6. Will you please *back—direct* this letter for me?
7. I *intend—calculate* to begin work to-morrow.
8. I shall use no more money than *I can help—is necessary.*
9. We *carry—keep* a large stock of these goods.
10. I hope this arrangement will not *discommode—incommode* you.
11. I *do not remember—disremember* having seen you before.
12. I shall come as soon as I *get through with—finish* my work.
13. I went home and *got—prepared* dinner.
14. I *was graduated at—graduated from* high school last June.
15. I could not *avoid—help* laughing.
16. We *lend—loan* money at four per cent interest.
17. I *might of—might have* known better.
18. The criminal *owned—confessed* his guilt.
19. He is well-*posted—informed* on the law.
20. These prices, as you *state—say,* are too high.
21. We could not *stand—bear* to have him go.
22. We never *suspicioned—suspected* that there was anything wrong.
23. I shall *try to—try and* see you to-morrow.
24. Come in and *take a seat—be seated.*
25. It *would seem—seems* to me that this is an incorrect statement of the case

LESSON XII

CLASSIFICATION OF ADJECTIVES

1. *The rocky* ledge runs far into the sea.
2. I'll read you *a* matter *deep* and *dangerous.*
3. Against thee, against thee *only,* have I sinned.
4. The soul never grows *old.*
5. I *alone* am to blame.
6. The *fifteen decisive* battles of the world mark the *greatest* epochs of history.
7. *American* cotton has the *longest* staple.
8. *Few* of the *older* inhabitants have *much* education.
9. *Every seventh* year was held *sacred* by the *Hebrew* nation.
10. *This particular* man is *honest, sincere, discreet.*

QUESTIONS

1. What adjectives in the foregoing sentences denote quality of the objects expressed by the nouns or pronouns?

2. What adjectives simply point out the objects expressed by the nouns or pronouns, without denoting any quality belonging to them?

Observation.—From the foregoing exercise you will observe that some of the adjectives are used in the subject, others in the predicate, but that they all either describe or define some noun or pronoun.

CLASSES

You have observed that adjectives limit nouns and pronouns in two ways, which gives rise to two general classes of adjectives:

Descriptive or **qualifying adjectives** describe or name some quality of the object expressed by the noun or pronoun.

Definitive or **limiting adjectives** point out or denote the number or quantity of objects expressed by the noun or pronoun.

SUBCLASSES OF DESCRIPTIVE ADJECTIVES

Descriptive adjectives are subdivided into three classes, according to their derivation: **common, proper,** and **participial.**

Common adjectives are those denoting any ordinary or common quality not derived from proper nouns; as, *good, bad, small,* etc.

Proper adjectives are those derived from proper nouns; as, *English, American, Roman,* etc.

Participial adjectives are those derived from a verb or a participle; as, "*Running* water," "*Defeated* candidates," "*Dancing* child," etc.

Capitalization of Proper Adjectives

Proper adjectives should begin with a capital letter, except when they have lost their proper significance and are used to denote a common quality; as, "*English* law," "*American* people," "*puritanical* Sabbath," "*damask* dress."

Subclasses of Definitive Adjectives

Definitive adjectives are also divided into three subclasses: **numerals, pronominals,** and **articles.**

Numeral adjectives point out by denoting the number of objects represented by the nouns, either definitely or indefinitely, as, *two, second, twofold, few, many,* etc.

Pronominal adjectives are those that may be used as pronouns; as, *this, that, these, those, each, every, all, any, which, what,* etc.

The words *a, an,* and *the* are **articles.** *The* points out definitely, and *a* and *an* point out indefinitely.

Use of A and An

A should be used before words beginning with a *consonant* sound, and *an* before words beginning with a *vowel* sound; as, "*A* boy," "*A* hat," "*An* apple," "*An* eye."

A great deal has been written about the use of *an* before words beginning with the aspirate *h* when the accent is on the second syllable, but the weight of authority tends to the use of *a* in such words, unless the *h* is silent; as, "*A* historical event," "*A* heroic deed," "*An* honorable man," "*An* honest man."

A is sometimes used before a word beginning with a vowel; as, "*A* universal truth," "*A* one-sided question." Note that these words begin with the same sound as occurs in *youth* and *wonder.*

Omission of the Article

Sentences are frequently incorrectly interpreted owing to the omission of the article after the conjunction. Note the difference in the following sentences: *A black and white horse. A black and a white horse. A Gregg and Pitman writer. A Gregg and a Pitman writer.*

Compound Adjectives

When two different parts of speech are used to express one adjectival idea, they should be joined with a hyphen; as, "Sixty-day settlement," "Long-distance telephone," "First-class teachers."

Name..... *Grade*.....

EXERCISE 20

Classify the adjectives in the following sentences:

(Deduct three per cent for each error.)

1. *This long* march through *the* primeval forest and over the *rugged* and *tractless* mountains was *one* of the most *remarkable* exploits of the war.
2. The *thirteen* colonies were now free and independent states.
3. The coyote is *a* long, *slim*, sick, and sorry-looking skeleton, with a gray wolfskin stretched over it, a tolerably bushy tail that forever sags down with a *despairing* expression of forsakenness and misery, a *furtive* and evil eye, and a long sharp face, with slightly *lifted* lip and *exposed* teeth.—*Mark Twain.*
4. *Dutch* cheeses are the favorite relish of *English* epicures.
5. Will you go to yonder house and ask that man to bring *those* horses?
6. Edith is the better girl of the *two.*
7. The *first Christian* missionary in Alaska began her work as the *only* white woman in that *immense* territory.
8. *This ploughed* field will bloom with *many* varieties of *exquisite* roses.
9. *This* is a *three-fold* punishment.
10. *Few* of the *older* inhabitants have *much* education.
11. The *defeated* candidate will retire to *private* life.

	DESCRIPTIVE			DEFINITIVE		
	10 Common	3 Proper	5 Participial	2 Article	7 Numerals	6 Pronominals
1.	.....	.....	.....	.....	.....	.....
2.	.....	.....	.....	.....	.....	.....
3.	.....	.....	.....	.....	.....	.....
4.	.....	.....	.....	.....	.....	.....
5.	.....	.....	.....	.....	.....	.....
6.	.....	.....	.....	.....	.....	.....
7.	.....	.....	.....	.....	.....	.....
8.	.....	.....	.....	.....	.....	.....
9.	.....	.....	.....	.....	.....	.....
10.	.....	.....	.....	.....	.....	.....

Name..... *Grade*.....

EXERCISE 21

Insert *a* or *an* in the blank spaces in the following sentences:

(Deduct ten per cent for each error.)

1. He is ..... habitual drunkard.
2. This is ..... unique system of shorthand.
3. He has ..... university education.
4. We are now running ..... hourly and ..... daily train.
5. He is ..... heir to the estate.
6. The laborers formed ..... union.
7. As ..... Christian, ... infidel, ... heathen.
8. No good man, he thought, could be ..... heretic.

Name..... *Grade*.....

EXERCISE 22

Insert all necessary articles in the following sentences:

(Deduct ten per cent for each error.)

1. The secretary and treasurer of the company has resigned.
2. The secretary and treasurer of the company have resigned.
3. He ate the bread and butter for his breakfast.
4. A red and white flag floats from the building.
5. A red and white flag float from the building.
6. A White Sox and Cub player had been discussing the decision.
7. The English language is drawn largely from the French, Latin, and Greek.
8. I have just finished writing the tenth and last chapter. (Fifteen chapters in the book.)
9. We are studying about the ball and socket joints.
10. We are studying about the dovetailed and hinge joints.

Name..... *Grade*.....

EXERCISE 23

Insert the hyphens in the compound adjectives in the following sentences:

(Deduct three per cent for each error.)

1. Our terms for a 60 day settlement are 4 per cent.
2. I send herewith for your use a piece work chart with the new piece work prices.
3. I had this 'phone put in principally for long distance work.
4. Have you any of the Crimson Ramblers that are strong two year old plants?
5. Orders should be accompanied either by cash, or by first class city references.
6. Please send me 156 of the cross section blocks.
7. The Marple Hamilton Company.
8. Our 4 ply slag roofing is guaranteed for ten years.
9. We will express to you to-day a sample of 3 light, 4 light, and 6 light sash.
10. We charge $20.00 for a half page advertisement.
11. Inclosed are four 21 inch advertisements for daily papers.
12. We are giving you a quarter page advertisement in this issue.
13. Make up the remainder of the material into 54 inch scarfs.
14. We wish a two story porch front brick dwelling.
15. Please send us one hoop of fall made cheese.
16. The schedule provides for an increase in the salary now paid first year teachers.
17. Ten point type is to be used for the first eight pages only.
18. The Rockwell Barnes Company.
19. The Wood Weaver Printing Company.
20. The apartments are arranged with well lighted, cheerful rooms.
21. We wish to install a belt driven elevator in our factory.
22. A gallon of oil will carry our four ton machine a mile.
23. Any overcharge existing under the 23 cent rate must be refunded.
24. We are sending you, by express, a five gallon can of our special Turbine oil.
25. The round trip rate is the sum of the east and west bound fares, less 10 per cent of the west bound fare.
26. The Rodman Bishop Company.
27. We use the best of grey forged pig iron.
28. The coal carrying roads will benefit by this improvement.
29. The break down thickness lies between .001 and .002 inches.

LESSON XIII

MISUSED ADJECTIVES

Apt, likely, liable.—*Apt* implies a fitness or a natural tendency. *Likely* refers to a contingent event regarded as very probable, and usually, though not always, favorable. *Liable* refers to a contingency regarded as unfavorable. He is an *apt* scholar. Iron is *apt* to rust. An impetuous speaker is *apt* to say more than he can prove. An industrious person is *likely* to succeed. A delicate person is *liable* to catch cold. If I sign my name to a note as security, I am *liable* for the debt.

Childish, puerile, childlike.—*Childish* and *puerile,* when applied to a mature person, are usually taken in an unfavorable sense; *childlike* is used in a good sense. "As *childish* expresses the intellectual poverty, so *childlike* expresses the moral simplicity of a child."—*Smith.*

Continuous, continual.—*Continuous* signifies without a pause or a break. *Continual* admits of short pauses or intermissions. We often have *continuous* rains for several days. Some countries have *continual* rains for several months.

Couple, two.—Do not say a *couple* of weeks or a *couple* of dollars. Weeks and dollars do not come in *couples. Couple* in its primitive signification means not only *two* things, but two things united by some bond.

Credible, creditable, probable, plausible.—A story that may be believed is *credible.* That which is likely to happen is *probable.* That which pleases the ear but does not satisfy the judgment is *plausible. Creditable* means worthy of approbation. We may speak of a *credible* story, a *probable* outcome, a *plausible* excuse, a *creditable* way of doing business.

Desirous, anxious.—*Desirous* simply means eager, while *anxious* implies painful suspense.

Excellent, grand, splendid.—A thing is *excellent* when it surpasses other things of the same kind in some good quality or in the sum of qualities. A thing to be *excellent* must be morally good, serviceable, or desirable. *Grand* implies a union of excellence with greatness or vastness; as, "A *grand* cataract." *Splendid* is applied to abstract qualities only and always implies something brilliant, shining, or gorgeous.

Exceptionable, exceptional.—*Exceptionable* signifies liable to exception, objectionable, while *exceptional* signifies uncommon, out of the ordinary;

as, "This passage I look upon as the most *exceptionable* in the whole poem." —*Addison.* This country has *exceptional* advantages for commerce.

Frightful, dreadful, awful, very.—The first three of these words express fear, but in different degrees. They are often used extravagantly in the place of the simple word *very.* Space will not permit of a full discussion of these words. (See "Synonyms Discriminated," by C. J. Smith, page 352.)

Healthy, healthful, wholesome.—*Healthy* signifies having health or causing health; as, "A *healthy* child," "A *healthy* climate." However, *healthful* is usually used in the sense of conducive to health, virtue, or morality; as, "A *healthful* climate," "*Healthful* exercise," "The *healthful* Spirit of thy grace." *Wholesome* signifies making whole, keeping whole or sound, whether of body or mind; as, "*Wholesome* food," "*Wholesome* air," "*Wholesome* advice."

Mad, angry.—Many Americans use the word *mad* when they mean *angry*. *Mad* signifies crazy or of unsound mind.

Mutual, common, reciprocal.—*Mutual* implies sameness of condition at the same time, and is properly applied to two persons, while *common* applies to more than two. "*Reciprocal* signifies giving backward and forward by way of return. Voluntary disinterested services rendered to each other are *mutual;* imposed or merited services returned from one to the other are *reciprocal.*"—*Crabb.*

Nice, pleasant.—The word *nice* is greatly overworked by many in such expressions as, "A *nice* dinner," "A *nice* day," "A *nice* country," "A *nice* sermon," "A *nice* showing," "A *nice* time." We properly say, "An *excellent* dinner," "A *pleasant* day," "A *beautiful* country," "An *excellent* sermon," "A *splendid* showing," "An *enjoyable* time;" but "A *nice* point," "A *nice* distinction," "A *nice* discrimination."

Pitiable, pitiful, piteous.—*Pitiable* means deserving of pity. *Pitiful* signifies full of that which awakens pity. *Piteous* applies to that which excites the emotion. A man is made *pitiable* on account of circumstances independent of his own action. What is *pitiful* in a man arises from his own unworthiness, while that which is *piteous* arises from his weakness or inability to help himself. After the wreck, the man was found in a *pitiable* condition. As he was lifted from the ground he uttered a *piteous* cry. The condition of the drunken man was *pitiful* indeed. *Pitiful* may also refer to what is deserving of pity, being used chiefly for that which is merely an object of thought, while *pitiable* is applied to that which is brought directly before us.

Possible, practicable, practical, feasible.—Many things are *possible* but not *probable* or *practical.* The *possibility* of a thing depends upon the agent

A plan is said to be *practicable* when it can be carried out by available means or resources. *Practical* differs from *practicable* in that it applies to those things that may be turned to use or account; as, "*Practical* chemistry," "*Practical* grammar." *Feasible* is like *practicable,* but it is applicable only to the physical action or to human plans and designs.

Sincere, candid, frank.—To be *sincere* is to be pure in thought and feeling; to be *candid* is to be free from prejudice and reserve; to be *frank* is to be free and open in the expression of one's sentiments, whatever they may be. A man who is *sincere* in his belief will utter no untruths. The man is *candid* who is fair-minded and ready to admit his own shortcomings. A *frank* man speaks as he thinks, regardless of what his opinions may be.

Social, sociable.— *Sociable* denotes a greater degree of familiarity than *social.* Man is a *social* being, yet all men are not *sociable.*

Sure, certain.—Our feelings make us *sure;* our judgment makes us *certain.* We are *certain* of what is already done. We may be *sure* of what is to be done.

Surprised, astonished, amazed, astounded, appalled.—These words are here given in the order of their strength. We are *surprised* at what is unexpected. We are *astonished* at that which is not likely to happen. We are *amazed* at that which is incomprehensible or frightful. We are *astounded* at that which strikes terror. We are *appalled* when we are so frightened as to turn pale.

COMMON ERRORS IN THE USE OF ADJECTIVES

DON'T SAY:	SAY:
I received ten dollars *per day.*	I received ten dollars *a day* or *per diem.*
He receives two thousand dollars *per year.*	He receives two thousand dollars *a year* or *per annum.*
The accident occurred on *December 25th.*	The accident occurred on *December 25.*
I have a *bad* cold.	I have a *severe* cold.
I have a *bran* new hat.	I have a *brand* new hat.
He made *lots of* errors.	He made *a great many* errors.
He is an *all around* athlete.	He is an *all-round* athlete.
The work is *alright.*	The work is *all right.*
The *above* sentence is incorrect.	The *foregoing* sentence is incorrect.
The book is *no use* to me.	The book is *of no use* to me.

DON'T SAY:	SAY:
He has been *out of his head* all day.	He has been *delirious* all day.
He is very much *out of fix*.	He is *not feeling well*.
He is an *ornery, good-for-nothing* man.	He is a *worthless* man.
"Ornery" is a vulgarism.	
My hand is *swelled*.	My hand is *swollen*.
"Swelled" is a verb; "swollen" is an adjective.	

Name..... *Grade*.....

EXERCISE 24

Insert in each blank space the adjective that expresses the exact meaning:

(Deduct two per cent for each error.)

Apt—likely—liable

1. ..... students are likely to succeed.
2. For manhood's sake we would not say of any man that he is ..... to be married; yet under certain circumstances, most men are ..... to be married. —*White.*
3. If a man break the law, he is ..... to punishment.
4. If you go there, you will be ..... to get into trouble.
5. Each member of a partnership is ..... for the debts of the firm.

Childish—puerile—childlike

1. She laughed in ..... glee.
2. We expect nothing from a youth but what is juvenile; we are surprised and dissatisfied to see what is.....in a man.—*Crabb.*
3. The lawyer made many ..... objections.
4. He conducted himself with ..... grace and simplicity.
5. We could but love this simple, ... man.
6. When I became a man I put away ..... things.—*Bible.*
7. This man is getting old and .....

Continual—continuous

1. A storm of wind or rain that never intermits an instant is .....; a succession of showers is .....
2. If I am exposed to ..... interruptions, I cannot pursue a ..... train of thought.—*Whately.*

Couple—a couple of—two

1. Scarce any ..... come together but their nuptials are declared in the newspapers with encomiums on each party.—*Johnson.*
2. Take ..... drops before each meal.
3. He will be here in ..... days.
4. ..... ladies were injured.

Credible—creditable—probable—plausible

1. A tale written in the Bible, which must needs be .....—*Gower.*
2. This is a ..... way of living.
3. His story sounds ..... enough, but I do not believe it.
4. That is accounted ..... which has better arguments producible for it than can be brought against it.

[OVER]

Desirous—anxious

1. ..... and trembling, he stood awaiting his fate.
2. ..... to behold once more thy face.—*Milton.*
3. I am ..... to have this matter straightened up.
4. I am ..... of having each number of the magazine.
5. He was very ..... about his brother's health.

Excellent—grand—splendid

1. I enjoyed an (a) ..... dinner.
2. To love what I see ..... in good or fair.—*Milton.*
3. He is a man of ..... character.
4. He preached an (a) ..... sermon.
5. We were greeted with an (a) ..... sun.
6. The king lived in an (a) ..... palace.
7. He is a man of ..... talents.
8. Napoleon had an (a) ..... army.
9. ..... may be said either of the works of art or nature; ***sublime*** is peculiarly applicable to the works of nature.—*Crabb.*

Exceptionable—exceptional

1. He is an ..... young man.
2. Do you think any of these rules will be .....?
3. We are now offering some ..... bargains in real estate.

Frightful—dreadful—awful—very

1. I witnessed a ..... accident this morning.
2. The approach of death is ..... to most men.
3. I could not endure the ..... solitude.
4. This is a ..... cold day.
5. He was ..... badly hurt.
6. This is a ..... difficult lesson.

Name..... *Grade*.....

EXERCISE 25

Insert in each blank space the adjective that expresses the exact meaning:

(Deduct two per cent for each error.)

Healthy—healthful—wholesome

1. His mind was now in a firm and ..... state.—*Macaulay.*
2. Running is a ..... exercise.
3. We should have ..... food.
4. Bread and milk is a ..... diet.
5. I gave him some good, ... advice.
6. We enjoy ..... surroundings.
7. The climate of New Mexico is very .....

Mad—angry

1. Much learning doth make thee .....—*Bible.*
2. The world is running ..... after farce.—*Dryden.*
3. He was very ..... with me.
4. I shall be ..... if you do that.

Mutual—common—reciprocal

1. Friends render one another ..... services; the services between servant and master are .....—*Crabb.*
2. The interests between the two men were .....
3. John and I have many ..... friends.
4. We should work for the ..... interests of the country.
5. We should have ..... trade relations with Cuba.
6. Affection is ....., when both persons fall in love at the same time.
7. Life cannot subsist in society but by ..... concessions.—*Johnson.*

Nice—pleasant

1. The building is of ..... proportions.
2. He does not show a very ..... regard for his own dignity.
3. He was able to make some ..... discriminations in the use of words.
4. We had a ..... time.
5. We shall come to-morrow, if it is a ..... day.

Pitiable—pitiful—piteous

1. Which, when Deucalion, with a ..... look,
   Beheld, he wept.—*Dryden.*
2. The criminal made a ..... plea to the authorities for his life.
3. The ..... moans of the injured and dying could be heard.
4. Owing to his long illness, his condition became very ..... indeed.

[OVER]

Possible—practicable—practical—feasible

1. With God all things are .....—*Bible.*
2. We speak of a.....man and of a.....plan.
3. The ..... is opposed to the impossible; the ..... to the impracticable; the ..... to the theoretical.
4. It was not ..... to gratify so many ambitions.—*Beaconsfield.*
5. I think this is a ..... scheme.

Sincere—candid—frank

1. To be ..... with you, I do not care for your company.
2. The man was ..... enough to admit that he was in the wrong.
3. He was very ..... in his manner of speaking.
4. A ..... man will have no reserve when openness is necessary.—*Crabb.*
5. The ..... man disguises nothing; the ..... man expresses everything.—*Taylor.*

Social—sociable

1. This man is an authority on ..... matters, but he is not at all .....
2. The book treats of both commercial and ..... correspondence.

Sure—certain

1. That is ..... which results from inferences of reason; that is ..... which results from the laws of nature.
2. This medicine is a ..... remedy for the disease.
3. I feel ..... he will come to-morrow.
4. I am ..... that this young man will succeed.
5. I am ..... that I was not mistaken.

Surprised—astonished—amazed—astounded—appalled

1. I was ..... to find you here, John, as I thought you had gone to your room.
2. I am ..... to see you here, George, as I heard you were dead.
3. I was ..... to learn that my brother had committed murder.
4. I was ..... to find my brother dead.
5. I was ..... at the sight of the Galveston flood.—*Vories's Guide to Business English.*

LESSON XIV

CLASSIFICATION OF ADVERBS

1. He is *always here* once a year.
2. The patriot answers *when* his country calls.
3. The lilies grow *where* the ground is moist.
4. The sun *slowly* sank in the glowing west.
5. The mighty waves were tossing *tumultuously.*
6. I know *why* you have come.
7. The girl is *exceedingly* lonesome.
8. He is *slightly* crippled.

QUESTIONS

What adverbs in the foregoing sentences express ideas of time? Of place? What adverbs answer the questions, *how? why? how much? how little?* or, *to what extent?*

Classes as to Meaning

Adverbs may be divided as to meaning into the following classes:

Adverbs of time: now, soon, always, never, then.
Adverbs of place: there, here, everywhere, far, down.
Adverbs of manner: well, badly, certainly, sweetly, so.
Adverbs of cause: why, wherefore, therefore.
Adverbs of degree: almost, very, quite, too, exceedingly.
Adverbs of affirmation or negation: yes, no, not, aye, nay.

Classes as to Use

As to use, adverbs are either **simple** or **conjunctive.** The simple adverb is used only to modify, while the conjunctive adverb, in addition to modifying, has a connective use; as, "I will go *now.*" "I will go *when* he comes."

Modal Adverbs

Adverbs that modify the manner of the expression rather than the manner of the action are called **modal adverbs**; as, *verily, truly, not, no, yes,* etc.

Adjective or Adverb

Whenever the verb expresses action the *adverb* is required. If the verb expresses no action the *adjective* is required. The adjective always has ref-

crence to the subject; the adverb refers to the action of the verb. Study the following illustrations:

ADJECTIVES	ADVERBS
The wood feels *smooth.*	He feels his way *carefully.*
The food tastes *sweet.*	He tasted the food *quickly* and then left the room.
The man looks *happy.*	He looked *intently* at the picture.
The music sounds *sweet.*	The physician sounded the man's lungs *thoroughly.*
The wind blows *cold.*	The wind blew him *swiftly* along.

COMMON ERRORS IN THE USE OF ADVERBS

DON'T SAY:	SAY:
I do my studying *after night.*	I do my studying *at night.*
The two men *almost* fought, but the officer kept them apart.	The two men *nearly* fought, but the officer kept them apart.
I *am awfully afraid* that it will rain.	I *very much fear* that it will rain.
I could not find him *any place.*	I could not find him *anywhere.*
I shall go *anyhow.*	I shall go *anyway.*
He walked *backwards and forwards* to school.	He walked *back and forth* to school.
He pushed the board in *endways.*	He pushed the board in *endwise.*
He comes *every now and then.*	He comes *frequently* or *occasionally.*
Look *forwards,* not *backwards.*	Look *forward,* not *backward.*
He was so ill that he *nearly* died.	He was so ill that he *almost* died.
The man was shot through the head and *nearly* killed.	The man was shot through the head and *almost* killed.
A man may be "nearly" killed and yet not hurt.	
The boy ran *pell-mell* down the street.	The boy ran *hurriedly* down the street.
For one boy to run "pell-mell" is like the soldier who said he surrounded the enemy and made them prisoners.	
Yours *respectively.*	Yours *respectfully.*
I *respectively* make application for the position.	I *respectfully* make application for the position.
I *respectively* decline the attempt.	I *respectfully* decline the attempt.
John, Harry and James are eight, ten and twelve years of age *respectfully.*	John, Harry, and James are eight, ten and twelve years of age *respectively.*
I *scarcely* ever go to the theater.	I *hardly* ever go to the theater.
"Scarcely" relates to quantity or measure, while "hardly" relates to degree.	
I saw him sometime *since.*	I saw him sometime *ago.*
He is *some* better to-day.	He is *somewhat* better to-day.
I would *sooner* play than eat.	I would *rather* play than eat.
I have never seen *such a large* rose.	I have never seen *so large a* rose.

Name..... *Grade*.....

EXERCISE 26

Classify the italicized adverbs in the following sentences as to *use:*

(Deduct six per cent for each error.)

1. Go *where* glory waits thee.
2. *When* he entered the house the conquest of his heart was complete.
3. Come *as* the waves come.
4. I can tell *why* the sun appears to rise and set.
5. I shall be glad to see you *whenever* you may find time to come.
6. *When* shall we three meet *again?*
7. I see *how* you made the mistake.
8. *While* I nodded *nearly* napping, *suddenly* there came a tapping,
   As of some one *gently* rapping, rapping at my chamber door.
9. Thoughts do *often* lie *too* deep for tears.
10. Logic teaches *how* to think.

Simple	Conjunctive
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Name..... *Grade*.....

EXERCISE 27

Classify the italicized adverbs in the following sentences as to *meaning:*

(Deduct three per cent for each error.)

1. He writes *badly now; then* he wrote *well.*
2. *Here* he was *gladly* received, *there* he was *unkindly* repulsed.
3. They greeted us *very cordially.*
4. The house is much *too* large.
5. He is *slowly* but *steadily* gaining ground.
6. It is *almost* done.
7. He is *often incorrectly* quoted.
8. Once he was *angrily* rebuffed.
9. He was *very nearly* killed.
10. You are *not so* tall *as* I.
11. The lowing herd winds *slowly* o'er the lea.
12. *Why* do we *not* hear from you?
13. Do you expect them *to-morrow? Yes.*
14. We see, *therefore* we believe.
15. *Never* shall we see his like *again.*
16. *Slowly* and *sadly* they laid him *down.*
17. Any suggestions will be *very kindly* received.

Time	Place	Manner	Cause	Degree	Modal
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Name..... *Grade*.....

EXERCISE 28

Strike out the incorrect italicized words in the following sentences:

(Deduct two per cent for each error.)

1. Fortunately, we may deal with anarchy on a *reasonable—reasonably* effective basis.
2. I bought *heavy—heavily* for the winter trade.
3. The price which we quoted is *considerably—considerable* reduced.
4. His own generation will *probable—probably* see him a financial, a physical, and a moral wreck.
5. We are offering goods now at a *remarkable—remarkably* low price.
6. If you think *favorably—favorable* of my application, kindly communicate with Dr. Lewis M. Noles.
7. The cost of mailing would be *considerable—considerably.*
8. Once a thing is done, no one ever regrets having done it *slow—slowly* and *painstaking —painstakingly,* but many a time one has to regret having done a thing too *rapidly—rapid* and *slighting—slightingly.*
9. We want this size boat to be made as *cheap—cheaply* as possible.
10. Erie seems to us to be a *remarkable—remarkably* good purchase.
11. He may succeed *tolerably—tolerable* well, but he is neither a Solomon nor a Samson.
12. You can send your order either *direct—directly* to us or through your advertising agent.
13. The prices are *considerable—considerably* lower than were given you last year.
14. You state that some way will *probably—probable* be found to avoid legal proceedings.
15. It seems to us that a large number of subscribers might *possible—possibly* be obtained from your church.
16. During fifty years as an uninterrupted, *successful—successfully* and *conservative—conservatively* operated company, we have paid $45,000,000 to our policy holders.
17. We now have an *especially—especial* attractive line of goods.
18. We desire to say that you are somewhat far away to do business with us on *mutual—mutually* satisfactory terms.
19. We regret to say that the samples do not grade *extraordinary—extraordinarily,* and none can be called fancy.
20. The goods can *probably—probable* be used later on, if not at present.
21. He breathes *free—freely.*
22. No improvement can be noted in the apple market as yet, and *comparative—comparatively* little business has been done since you left here.
23. We hope that everything can be arranged *satisfactorily—satisfactory* between you.
24. Does your company propose to repaint this structure *satisfactory—satisfactorily,* or shall I employ someone else to do the work?
25. You should have explained more *definitely—definite,* as this was the first order you had given us.
26. I would suggest that they be arranged *alphabetical—alphabetically* or *chronological—chronologically.*

[OVER]

27. We do not think it *advisable—advisably* to buy too *heavy—heavily.*
28. We should like to have the matter pushed to a conclusion as *quick—quickly* as *possible—possibly.*
29. We should like to hear from you *occasional—occasionally* with news from your part of the state.
30. You can send your order *direct—directly* to us.
31. This paper feels *smooth—smoothly.*
32. The rose smells *sweet—sweetly.*
33. The wind blows *coldly—cold.*
34. I feel *bad—badly.*
35. I felt my way *carefully—careful* through the dark room.
36. They were requested to sit *quiet—quietly* in their seats.
37. The candy tastes *well—good.*
38. The old man looked *sad—sadly.*
39. The old man looked *sad—sadly* on the scene.
40. That music sounds *something—somewhat* like it.
41. It is *some—somewhat* cooler to-day than it was yesterday
42. I think you looked *well—good* in your new suit.
43. You should write *accurate—accurately.*
44. These people were not treated so *badly—bad.*
45. The shoe goes on *easily—easy.*
46. His friends looked *cold—coldly* upon him.
47. You write *plainer—more plainly* than I do.
48. The work is not *near—nearly* done yet.
49. I did that *easier—more easily* than I thought I could.
50. We are not *that—so* far advanced.

LESSON XV

CLASSIFICATION OF CONJUNCTIONS

1. *Time* and *tide* wait for no man.
2. Thus dwelt together in love these simple Acadian farmers,
   Dwelt in the love *of God* and *of man.*
3. *I was a child* and *she was a child.*
4. *I know* that *you can learn grammar* if *you study it.*

QUESTIONS

1. What conjunctions in the foregoing sentences express relation between *ideas* of *equal* rank?

2. What conjunctions express relation between *thoughts* of *equal* rank?

3. What conjunctions express relation between *thoughts* of *unequal* rank?

COORDINATE CONJUNCTIONS

A **coordinate conjunction** expresses relation between *ideas* or *thoughts* of *equal* rank; as, *"John* and *James* go to school." "You should learn *to write* and *to spell." "Talent is something,* but *tact is everything."*

SUBORDINATE CONJUNCTIONS

A **subordinate conjunction** expresses relation between *thoughts* of *unequal* rank; as, *"He is taller* than *I am."* The subordinate conjunction differs from relative pronouns and conjunctive adverbs in that it has no modifying force.

The principal coordinate conjunctions are:

and	first	notwithstanding	so
both	secondly	however	so that
but	moreover	therefore	so then
either—or	now	wherefore	nevertheless
neither	well	hence	either
also	else	whence	neither—nor
likewise	otherwise	consequently	or
as well as	still	nor	besides
not only—but	yet	accordingly	whether—or
partly	further	thus	both—and

The principal subordinate conjunctions are:

notwithstanding	while	that	as
albeit	whether—or	than	although
in order that	until	unless	because
lest	as soon as	whether	except
in case that	supposing	so that	for
on condition that	otherwise	whereas	if
ere	since	after	inasmuch as
till	though	before	provided

COMMON ERRORS IN THE USE OF CONJUNCTIONS

DON'T SAY:	SAY:
I shall go *providing* I am not too busy.	I shall go *provided* I am not too busy.

"Provided" is a conjunction and means "if," while "providing" is a participle.

He blushes; *therefor* he is guilty.	He blushes; *therefore* he is guilty.

"Therefore" signifies for that or this reason; consequently. "Therefor" signifies for that, for this, for it; as, "I shall do the work provided I be paid *therefor*."

Neither this *or* that is correct.	Neither this *nor* that is correct.

The proper correlatives are "neither—nor" and "either—or."

I do not write *as* fast as I once did.	I do not write *so* fast as I once did.

Do not use "as" in a declarative sentence when preceded by a negative word. "As" is correctly used only in level comparisons.

Not *as* I know.	Not *that* I know.
You look *like* you had been in the rain.	You look *as if* you had been in the rain.
See *if* it is raining.	See *whether* it is raining.
It looks *as though* it had been raining.	It looks *as if* it had been raining.
I do not deny *but* that he is right.	I do not deny that he is right.

"But" is superfluous when used interrogatively or negatively after verbs like "doubt," "deny," and "question."

The snow was *six and eight* inches deep.	The snow was *six or eight* inches deep.

What does "six and eight" signify?

This typewriter is better *then* that one.	This typewriter is better *than* that one.

"Then" is an adverb and always carries with it the idea of time, while "than" is a conjunction.

Name..... *Grade*.....

EXERCISE 29

In the following sentences draw one line under the coordinate and two lines under the subordinate conjunctions. (Deduct six per cent for each error.)

1. George went to bed again, and thought it over and over and over.
2. He gave me both advice and money.
3. Either you will go or I shall resign.
4. He was not only talented, but also rich.
5. The men brought the rich pearl, consequently the judge discharged them.
6. You are as tall as I.
7. This is as sweet as honey.
8. Though he slay me, yet will I trust him.
9. Love not sleep, lest thou come to poverty.
10. Speak clearly if you would be understood.
11. Live well that you may die well.
12. Swearing is neither profitable nor pleasant.
13. Both the ties of nature and the dictates of policy demand this.
14. Men must be taught as if we taught them not.

LESSON XVI

CLASSIFICATION OF PREPOSITIONS

Prepositions are classified according to their form into **simple, complex,** and **compound prepositions**; as, *to, to the extent of, from above.*

Object

The **object** of a preposition is always a noun or pronoun, or some expression so used; as "I go to *school.*" "He ran by *me.*" "He came from on *high.*" "He never thinks of *studying* his lesson." "He came from *under the bridge.*" "We have been thinking about *who will win* the contest."

Antecedent

The word that the prepositional phrase limits is called the **antecedent** of the preposition. It may be a noun, a pronoun, a verb, an adjective, or an adverb; as, "Send me six *tons* of coal." "*He* of the blue had lost an arm." "Suffer little children to *come* unto me." "He was *white* with rage." "I have read the book *sufficiently* for my purpose."

The following are the prepositions most commonly used:

about	at	during	throughout
above	before	ere	till
aboard	behind	except	to
across	below	for	toward
after	beneath	from	under
against	beside	in	underneath
along	between	into	until
amid	betwixt	of	unto
amidst	beyond	on	up
among	but (except)	over	upon
amongst	by	past	with
around	concerning	round	within
athwart	down	through	without

Special Words Requiring Special Prepositions

Nothing is of more importance in connection with the study of the preposition than to note that certain words require special prepositions, the preposition depending on the meaning to be expressed.

acquit of	adapted from (an author)
abhorrence of	absolve from (a crime)
adapted to (a thing)	accord with (a person)
adapted for (by nature)	affinity between

agree with (a person)
agree to (a proposal)
agree upon (a course)
appropriate to (ourselves)
appropriate for (a charity)
appropriate from (an author)
attend to (listen)
attend upon (wait)
bestow upon (persons)
bestow in (places)
bathe in (sea)
bathe for (cleanliness)
bathe with (water)
comply with
conform to (in conformity with or to)
convenient to (a person)
convenient for (a purpose)
conversant with
correspond to or with (a thing)
correspond with (a person)
confer on (give to)
confer with (talk to)
confide in (place confidence in)
confide to (entrust to)
dependent on (but independent of)
derogatory to
differ from or with (in opinion)
differ from (in likeness)
disappointed of (what we cannot get)
disappointed in (what we have got)
employed at (a stipulated salary)
employed in, on, or upon (a work or business)
employ for (a purpose)
enter into (agreements)
enter upon (duties)
enter in (a record)
enter at (a given point)
exception from (a rule)
exception to (a statement)
familiarize to (scenes)
familiarize with (a business)
martyr for (a cause)
martyr to (a disease)
need of or for
part from (friend)
part with (money)
profit by
reconcile to (friend)
reconcile with (condition)
taste of (food)
a taste for (art)
thirst for or after (knowledge)

Redundant Prepositions

Do not use prepositions that are not needed; as, "Where are you going *to?*" "Where are you *at?*" "I cannot help *from* admiring him."

COMMON ERRORS IN THE USE OF PREPOSITIONS

DON'T SAY:	SAY:
I shall see you *during* the week.	I shall see you sometime *within* the week.
I do not *approve of* his conduct.	I do not *approve* his conduct.
Are you *angry at* me?	Are you *angry with* me?
He fell *from off* the bridge *in* the water.	He fell *from* the bridge *into* the water

"Into" signifies motion from without to within. It is correct, however, to say, "He fell *in* love."

DON'T SAY:	SAY:
ed the room accompanied father.	He entered the room accompanied *by* his father.
uet was followed *with* a	The banquet was followed *by* a dance.
glad to *accept of* your hos-	I shall be glad to *accept* your hospitality.
d *about* his great learning.	He boasted *of* his great learning.
ran *all over* the street.	The water ran *over all* the street.
e stick *into*.	He cut the stick *in two*.
the train.	Get *on* the train.

the words "on to" and "onto" have been used by some recent writers, they voided.

call *upon* you in the near	We shall call *on* you in the near future.
depend *upon* you to do the	We shall depend *on* you to do the work.
s hat *on* his head.	He put his hat *upon* his head.

" implies superposition.

vith the smallpox.	He died *of* smallpox.
e money *between* the three	Divide the money *among* the three boys.

een" expresses relation between *two* objects.

Name..... *Grade*.....

EXERCISE 30

Draw one line under the antecedent and two lines under the object of the prepositions in the following sentences: **(Deduct two per cent for each error.)**

1. This fruit came from across the sea.
2. I will stay until after supper.
3. The man fell from the roof to the ground.
4. The city is ten miles from here.
5. He pleaded in vain for his life.
6. I shall ask him about what he saw.
7. They passed by me and went into the house.
8. The ground is white with snow.
9. This is enough for me.
10. We build the ladder by which we rise,
    From the lowly earth to the vaulted skies,
    And we mount to the summit round by round.
11. At midnight, in his guarded tent,
        The Turk lay dreaming of the hour
    When Greece, her knee in suppliance bent,
        Should tremble at his power.

Name..... *Grade*.....

EXERCISE 31

Strike out the redundant prepositions:

(Deduct eight per cent for each error.)

1. He met a girl of about ten years of age.
2. Napoleon stood pondering upon what he should do.
3. They went on to the train.
4. Look out of the door.
5. A workman fell off of the roof.
6. We must examine into this statement more carefully.
7. That child copies after her teacher.
8. Where is she at?
9. Where are you going to?
10. He is a young man of from twenty to twenty-six years of age.
11. Here, John, smell of this rose.
12. Did you taste of the food?

Name..... *Grade*.....

EXERCISE 32

Insert the proper preposition in each blank space in the following sentences: (Deduct two per cent for each error.)

1. The father is reconciled ..... his son.
2. The valiant never taste ..... death but once.
3. They will acquit him ..... stealing.
4. The teacher had an abhorrence ..... cheating.
5. This composition was adapted ..... this purpose.
6. He was adapted ..... his position.
7. The machine was adapted ..... this purpose.
8. He will be absolved ..... this crime.
9. The boy was ..... accord ..... his instructor.
10. We will appropriate ..... ourselves ..... this money.
11. The Mayor appropriated a large sum ..... the small park.
12. Mr. Carnegie will bestow millions ..... worthy boys who desire an education.
13. He has bestowed large sums ..... Pittsburg.
14. I will attend carefully ..... the lecture.
15. I will attend .....the king.
16. This date corresponds ..... the previous one.
17. I correspond ..... her.
18. The committee will confer ..... him a gold medal.
19. The general will confer ..... the emperor.
20. The child will confide ..... her mother.
21. I will confide the purse ..... you.
22. He entered ..... business ..... any capital.
23. The attorney will take an exception ..... the ruling ..... the court.
24. You should familiarize yourself ..... the business.
25. He died a martyr ..... his country.
26. I have great need ..... the money.
27. He would rather part ..... his friends than ..... his money.
28. We should profit ..... the mistakes of others.
29. The mother is dependent ..... her son ..... support.
30. The report was derogatory ..... his advancement.
31. This apple differs ..... that one.
32. I differ ..... you on these questions.
33. We were disappointed ..... the play.
34. I am employed ..... a large salary.
35. I shall enter ..... my duties next Monday.
36. There is close affinity ..... the substances.
37. I cannot agree ..... you ..... the subject.
38. Did you agree ..... a plan of action?

[OVER]

39. A person should bathe ..... water daily.
40. Please comply ..... our request.
41. If you wish to conform ..... our custom, we will ship you the goods.
42. He is conversant ..... the law.
43. The butter tastes ..... brass.
44. I am studying shorthand with a view ..... teaching it.

LESSON XVII

MODIFICATIONS OF NOUNS AND PRONOUNS—NUMBER

Modifications of the parts of speech are changes in their form, meaning, use.

Nouns and pronouns are modified for **number, person, gender** and **case.**

NUMBER

Number is that modification of the noun or pronoun that denotes ther one or more than one object is meant; as, *boy, boys; man, men; I, he* or *she, they.*

RULES FOR FORMING PLURAL OF NOUNS

1. Most nouns form their plurals by adding *s* or *es* to the singular form; *book, books; table, tables; fox, foxes; church, churches.*

2. Nouns ending in *y* preceded by a consonant form their plurals by opping *y* and adding *ies;* as, *lady, ladies; city, cities.*

3. Nouns ending in *y* preceded by a vowel add *s* only; as, *boy, boys; onkey, monkeys.*

4. Nouns ending in *o* preceded by a vowel add *s* only; as, *folio, folios; meo, cameos.*

5. Nouns ending in *o* preceded by a consonant usually add *s,* but sometimes *es;* as, *piano, pianos; potato, potatoes.*

6. Some nouns ending in *f* or *fe* drop the *f* and add *ves;* others are egular; as, *self, selves; knife, knives; gulf, gulfs.*

7. Letters, marks, and signs form their plurals by adding an apostrophe nd *s;* as, *2's; x's; t's.*

8. Compound nouns pluralize the base; as, *step-son, step-sons; brother-in-law, brothers-in-law.*

9. Compounds of "man" form their plurals by changing "man" to "men." his rule does not include "Mussulman," "German," "cayman," and "talisman," as they are not compounds of "man."

10. The nouns "spoonful," "cupful," etc., form their plurals by adding as in the case of "pint," "quart," etc. Note that to add *s* to "spoon" and up" would give to the words different meanings.

11. Complex nouns sometimes pluralize the title and sometimes the name. he following forms are correct:

SINGULAR	PLURAL
Mr. Foote	Messrs. Foote, or The two Mr. Footes
Dr. Green	Drs. Green, or The two Dr. Greens
Miss White	Misses White, or The two Miss Whites

12. A great many nouns form their plurals irregularly; as ***mouse, mice; man, men.***

13. Some nouns have double plurals; as:

brick	bricks (individuals) brick (collective)	brother	brothers (by blood) brethren (of some society)

14. Some nouns and pronouns have the same form in both numbers; as,

who	corps	perch
which	gross	species
what	grouse	swine
that	moose	vermin
deer	series	pains (care—usually singular)
amends	sheep	politics (usually singular)
links (in golf)	salmon	odds

15. When used with numerals, the following nouns usually have the same form in both numbers; otherwise they add *s:*

couple	yoke
dozen	hundred
pair	thousand
score	cannon

16. The following nouns are always singular:

milk	measles (disease)	means (instrument)	acoustics
news	molasses	civics	mathematics
goodness	grammar	economics	statistics (science)
gallows	music	phonetics	ethics

Observation.—The names of other sciences ending in *ics* also come under this ruling.

Note.—"Athletics," "calisthenics," "gymnastics," are more frequently plural than singular, because each is commonly understood to include several sports or exercises.—***Hill.***

17. The following nouns are always plural:

ashes	proceeds	suds
tidings	pincers	riches
billiards	tweezers	nuptials
wages	tongs	paraphernalia
assets	bellows	victuals
bitters	scissors	greens
vitals	shears	oats
cattle	hose	matins
eaves	trousers	statistics (facts)
thanks	clothes	means (income)
mumps	breeches	goods (property)
manners	draughts	alms (originally singular)
archives	dregs	measles (larvae)

Name..... *Grade*.....

EXERCISE 33

Form the plurals of the nouns in the following list:

(Deduct one and three-fourths per cent for each error.)

gulf.....	candy.....	majority.....
lady.....	sash.....	whiff.....
match.....	beef.....	sirocco.....
fairy.....	2.....	layman.....
dwarf.....	staff.....	lily.....
proof.....	watch.....	spoonful.....
cupful.....	peck.....	pint.....
valley.....	canto.....	penalty.....
wife.....	ally.....	roach.....
octavo.....	cameo.....	memento.....
duty.....	company.....	chimney.....
i.....	scarf.....	calico.....
reef.....	tornado.....	penny.....
domino.....	city.....	buffalo.....
madam.....	trolley.....	theory.....
bunch	belief.....	entry.....
folio.....	donkey.....	loaf.....
t.....	hero.....	index.....
grief.....	daisy.....	trio.....
life.....	hoof.....	patch.....
journey.....	wharf.....	glass.....
fly.....	cherry.....	potato.....
study.....	motto.....	story.....
mosquito.....	mystery.....	portico.....
glory.....	negro.....	sympathy.....

Name..... *Grade*.....

EXERCISE 34

Form the plurals of the nouns in the following list:

(Deduct one and three-fourths per cent for each error.)

jockey.....	country.....	thief.....
embargo.....	quality.....	piano.....
monkey.....	money.....	grotto.....
halo.....	banjo.....	circus.....
colony.....	cognomen.....	volcano.....
turkey.....	roof.....	courtesy.....
inch.....	reproof.....	chief.....
cayman.....	industry.....	belfry.....
beauty.....	x.....	lasso.....
fish.....	elf.....	quarto.....
brief.....	solo.....	cargo.....
leaf.....	mouse.....	foot.....
Miss.....	society.....	century.....
chorus.....	sherry.....	brandy.....
fancy.....	Mr.....	library.....
handkerchief.....	son-in-law.....	coachman.....
Englishman.....	attorney-at-law.....	Dutchman.....
workman.....	Frenchman.....	brigadier-general.....
hanger-on.....	court-martial.....	billet-doux.....
Mussulman.....	German.....	churchman.....
Ottoman.....	attorney-general.....	countryman.....
goose-quill.....	lord-justice.....	aid-de-camp.....
man-of-war.....	sister-in-law.....	knight-templar.....
talisman.....	man-servant.....	lord-lieutenant.....
adjutant-general.....	woman-clerk.....	lieutenant-colonel.....

Name..... *Grade*.....

EXERCISE 35

Use appropriate verbs in each of the following blank spaces, and strike out the incorrect word where two forms are given.

(Deduct two per cent for each error.)

1. The sheep ..... in the pasture.
2. His means ..... not sufficient to justify his expenditures.
3. By *this, these* means I hope to do the work.
4. The goods ..... to be sold.
5. What ..... your politics?
6. There are forty *couple, couples* on the floor.
7. Send me two *pair, pairs* of shoes.
8. Good news ..... always welcome.
9. The molasses ..... sweet.
10. Grammar ..... an interesting study.
11. Mathematics ..... difficult for me.
12. His wages ..... not sufficient to justify his expenditures.
13. Measles ..... a dangerous disease.
14. His clothes ..... well brushed.
15. What ..... the tidings?
16. The ashes ..... in the stove.
17. Ashes ..... a plural noun.
18. He never learned what good manners .....
19. The man's means ..... soon exhausted.
20. What ..... the assets of the company?

LESSON XVIII

NUMBER (Continued)

Foreign Nouns

ıy nouns of foreign origin have been introduced into the English lan- Some of them have been given English plurals, others still retain eign plurals. The student should learn the meaning and application vord in the following list, as well as all the different forms:

ɔULAR	FOREIGN PLURAL	ENGLISH PLURAL
masc.)	alumni	
em.)	alumnae	
	arenae	arenas
	fibulae	
	formulae	formulas
	larvae	larvas
	nebulae	
	vertebrae	
	dogmata	dogmas
s	amanuenses	
	analyses	
	antitheses	
	axes	
	bases	
	crises	
	ellipses	
	hypotheses	
hosis	metamorphoses	
	oases	
	theses	
s	parentheses	
	synopses	
	syntheses	
	foci	focuses
	fungi	funguses
nus	hippopotami	hippopotamuses
	radii	radiuses
	nuclei	nucleuses
		prospectuses
	stimuli	
	termini	
	criteria	criterions
m	desiderata	
	errata	

SINGULAR	FOREIGN PLURAL	ENGLISH PLURAL
gymnasium	gymnasia	gymnasiums
medium	media	mediums
memorandum	memoranda	memorandums
phenomenon	phenomena	
rostrum	rostra	rostrums
stratum	strata	stratums
index	indices	indexes
vortex	vortices	vortexes
matrix	matrices	
bandit	banditti	bandits
beau	beaux	beaus
cherub	cherubim	cherubs
madame	mesdames	
monsieur	messieurs	
Mr.	Messrs.	
seraph	seraphim	seraphs
stamen	stamina	stamens

Name..... *Grade*.....

EXERCISE 36

Write each of the following words in sentences to show their meaning:

Desiderata, memoranda, beau, thesis, strata, seraph, data, errata, synopsis, alumnus, radius, amanuensis, analysis, axis, basis, ellipsis, hypothesis, oasis, synthesis, parenthesis.

(Deduct five per cent for each error.)

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

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6. .....

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7. .....

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8. .....

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9. .....

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10. .....

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[OVER]

11. .....

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12. .....

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13. .....

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14. .....

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15. .....

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16. .....

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17. .....

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18. .....

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19. .....

.....

20. .....

.....

Name..... *Grade*.....

EXERCISE 37

The teacher should give twenty-five of the foreign nouns as a spelling lesson. The pupil should write the plural forms.

(Deduct two per cent for each error.)

	Singular	Foreign Plural	English Plural
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....
6.	.....	.....	.....
7.	.....	.....	.....
8.	.....	.....	.....
9.	.....	.....	.....
10.	.....	.....	.....
11.	.....	.....	.....
12.	.....	.....	.....
13.	.....	.....	.....
14.	.....	.....	.....
15.	.....	.....	.....
16.	.....	.....	.....
17.	.....	.....	.....
18.	.....	.....	.....
19.	.....	.....	.....
20.	.....	.....	.....
21.	.....	.....	.....
22.	.....	.....	.....
23.	.....	.....	.....
24.	.....	.....	.....
25.	.....	.....	.....

LESSON XIX

PERSON AND GENDER

Person

Person is that modification of the noun or pronoun that denotes *the speaker, the person spoken to,* or *the person or thing spoken of.*

1. The **first person** denotes the person speaking; as, "*I* am here." "I, *John,* am here."

2. The **second person** denotes the speaker spoken to; as, "*You* may go." "*John,* you may go."

3. The **third person** denotes the person or thing spoken of; as, "*She* may go." "*He* may go." "*John* may go."

Observation.—Note that the person of the noun *John* is indicated by its use in the sentence, and that the person of the pronoun is indicated by a change in form.

Gender

Gender is that modification of a noun or pronoun that denotes the sex of the object named.

The **masculine gender** denotes the male sex; as, *man, actor, Mr. Smith, he, him.*

The **feminine gender** denotes the female sex; as, *woman, actress, Miss Jones, she, her.*

The **common gender** denotes either sex; as, *children, parent, persons, they, us.*

The **neuter gender** denotes want of sex; as, *tree, box, home, street, it, them.*

Caution.—The student should not confuse *gender* with *sex.* Remember that sex is a characteristic belonging to *some objects,* and that gender is a modification belonging to all *nouns* and *pronouns.*

Ways of Distinguishing Gender

Nouns distinguish the sex of the objects they represent in three ways:

1. By different words:

MASCULINE	FEMININE	MASCULINE	FEMININE
man	woman	sir	madam
father	mother	gander	goose
uncle	aunt	brother	sister

2. By prefixes and suffixes:

MASCULINE	FEMININE
man-servant	maid-servant
he-goat	she-goat
salesman	saleswoman

3. By different endings:

MASCULINE	FEMININE	MASCULINE	FEMININE
actor	actress	prince	princess
host	hostess	lion	lioness
executor	executrix	hero	heroine

Forms in "Ess"

While it is perfectly correct, grammatically, to form the feminine gender by the addition of *ess*, the tendency of the present day is to use the words "author," "doctor," "poet," "editor," "instructor," and a few others to denote persons of *either* sex.

Gender of Personified Nouns

We often consider the names of animals and personified objects as masculine or feminine without regard to sex, according to the characteristics the animals or objects are supposed to possess; as, "The lion shook the cage with *his* roars." "The cat placed *her* paw upon the mouse." "The sun shone in all *his* glory." "The moon unveil'd *her* peerless light."—*Milton.* "The ship lost *her* rudder."

When a singular subject is used to imply persons of both sexes we use the masculine gender; as, "Everybody presented *his* ticket at the door."

Note.—The absence of a personal pronoun of common gender in English makes it difficult to observe this rule where both sexes are involved. *Any one, everybody,* etc., may be used for either man or woman; but *he* is masculine, *she* feminine. Hence the difficulty in such sentences as this: "Every boy and girl paid ..... dime cheerfully." What pronoun shall be used before "dime"? Not *his,* because that excludes the girls; nor *her,* because that excludes the boys. The strict logical construction demands both, *his or her.* But this is cumbersome and sounds awkward. The plural pronoun is used in such sentences by many good speakers and writers: "Every boy and girl paid *their* dime."—*Allen's School Grammar of the English Language.*

Gender of Collective Nouns

A collective noun is in the neuter gender unless the individuals composing it are meant; as, "The jury returned *its* verdict after midnight."

Agreement with Antecedent

A pronoun agrees with its antecedent in person, number and gender; as, "Many a *man* looks back on the days of *his* youth with melancholy regret."

Name..... *Grade*.....

EXERCISE 38

Write the feminine forms to the following masculine nouns:

(Deduct two per cent for each error.)

MASCULINE	FEMININE	MASCULINE	FEMININE
gentlemen	.....	sir	.....
male	.....	widower	.....
monk	.....	bachelor	.....
negro	.....	bridegroom	.....
nephew	.....	earl	.....
son	.....	duke	.....
administrator	.....	lad	.....
count	.....	Mr.	.....
Jew	.....	Francis	.....
prince	.....	Jesse	.....
beau	.....	Louis	.....
tiger	.....	drake	.....
youth	.....	lord	.....
emperor	.....	hero	.....
brother	.....	man-servant	.....
hart	.....	he-bear	.....
sorcerer	.....	cock-sparrow	.....
husband	.....	marquis	.....
wizard	.....	author	.....
baron	.....	waiter	.....
executor	.....	poet	.....
heir	.....	editor	.....
host	.....	god	.....
peer	.....	instructor	.....
sultan	.....	proprietor	.....

Name..... *Grade*.....

EXERCISE 39

Use appropriate pronouns in each of the following blank spaces:

(Deduct four per cent for each error.)

1. No man or woman is allowed to leave ..... wraps in the office.
2. If a boy or girl be absent ..... should bring an excuse from home next day.
3. If an employee wishes a holiday ..... should get a permit from the office.
4. Everybody should work for ..... own success.
5. Each member of the class is required to furnish ..... own book.
6. To him who in the love of nature holds communion with .....visible forms, ... speaks a various language.
7. And Belgium's capital had gathered there ..... beauty and ..... chivalry.
8. The moon threw ..... soft beams upon the earth.
9. The dog showed ..... teeth and growled.
10. Earth, with ..... thousand voices, praises God.
11. The eagle soars above ..... nest.
12. The committee submitted ..... report to-day.
13. The company has declared ..... first annual dividend.
14. Congress redeemed ..... by passing the measure.
15. The army swept everything before .....
16. Each one sees ..... own heart.
17. Every one has ..... day from which ..... dates.
18. You can commit no greater folly than to sit by the roadside until some one comes along and invites you to ride with ..... to wealth or influence.
19. I like to see a person who knows ..... own mind and sticks to it.
20. Every one should have ..... life insured.
21. Each had ..... place appointed, each ..... course.
22. An applicant generally shows by ..... application whether ..... has a common school education.
23. No one is to cut prices on ..... books.
24. Everybody presented ..... ticket at the gate.
25. In case you return the goods you will oblige us by sending the original paper along with .....

LESSON XX

CASE

Case is that modification of a noun or pronoun that denotes its relation in sense to other words in the sentence.

There are three cases: the **nominative,** the **objective,** and the **possessive.**

Nominative Dependent Case

A noun or pronoun used as the subject or complement of a finite verb is in the **nominative dependent case**; as, *"Roosevelt* is *president."* *"It* is *I."* *"Who* was *she?"*

Nominative Independent Case

A noun or pronoun used independently is in the **nominative independent case**; as, "An *American!* and disloyal to the human race!" *"Gad,* a troop shall overcome him." *"The Daily News."*

Objective Case

A noun or pronoun used as the object of a transitive verb or of a preposition is in the **objective case**; as, "DeSoto discovered the *Mississippi river."* "Florida was ceded to the *United States* by *Spain."* "We saw *him* give the book to *her."* *"Whom* do you see?"

Possessive Case

A noun or pronoun used as a possessive modifier is in the **possessive case**; as, "A boy's best friend is *his* mother." "I read Cullum, the *senator's,* speech." *"My* country 'tis of thee." "The ship is *ours."*

Complement

A **complement** is any word that completes the meaning of an incomplete verb. A noun, pronoun, or adjective that completes the meaning of a copulative verb is called the **predicate complement.** A noun or pronoun that completes the meaning of a transitive verb is called the **objective complement.** A noun or adjective that denotes the result of the verb's action upon the direct object of the verb is called the **resultant** or **factitive complement.**

ILLUSTRATIONS

Predicate or Attributive Complements	Roosevelt is *president* (noun).
	It is *I* (pronoun).
	Who is it (interrogative pronoun)?
	The wind is *cold* (adjective).

Object or Objective Complements
- Columbus discovered *America* (noun).
- No aid could reach *him* (pronoun).

Resultant or Factitive Complements
- They made Victoria *queen* (noun).
- They painted the fence *green* (adjective).

Observation.—In the sentence, "They made Victoria queen," "Victoria" is not the object of "made," but of the whole verb-notion "made queen" (crowned); or, in other words, "They crowned Victoria." Both "Victoria" and "queen" are in the objective case.

Indirect Object

The verbs "ask," "give," "teach," and a few others, are sometimes followed by two objects; as, "I asked (of) him his name." "I gave (to) him a book." "I teach (to) him shorthand." "Him" in the foregoing sentences is sometimes termed the **indirect object,** but it is better to parse such words as the object of the preposition understood.

Subject of Infinitive

The **subject of an infinitive** is in the objective case when it is not also the subject of the finite verb on which the infinitive depends; as, "*She* wants to learn." "She wants *me* to learn." In the first sentence "she" is the subject of both the finite verb "wants" and the infinitive "to learn;" hence it is in the nominative case. In the second sentence "she" is the subject of the finite verb "wants" and is in the nominative case. "Me" is the subject of the infinitive, and is in the objective case.

Case of Complemfnt

The complement of a copulative verb is always in the same case as the subject, except when the subject of a copulative participle is *possessive;* in that case the complement is *nominative.*

Observation.—The nominative and the objective case of nouns and of the pronouns "it," "you," "that," "which," and "what," are indicated by their use in the sentence and not by their form, as will be seen by the following declension.

Declension

Declension is the arrangement of nouns and pronouns to show their various modifications.

Most nouns are inflected to show difference of *number* and *case,* and those of the third person to show difference of *gender.*

Declension of the Personal Pronouns

First Person Forms

SINGULAR	PLURAL
Nom. I	we
Poss. my, mine	our, ours
Obj. me	us

Second Person Forms

Nom. thou	ye, you
Poss. thy, thine	your, yours
Obj. thee	you

Third Person Forms

	Masc.	Fem.	Neut.	
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

Note.—The forms *mine, thine, ours, yours, theirs,* and sometimes *his* and *hers,* though possessive in form, have come to be used only in the nominative and objective cases. They are in reality substitutes for a noun and its possessive modifier. This book is *mine. Yours* is larger. Do you like this hat of *mine?—Maxwell's Grammar.*

Compound Personal Pronouns

Compound personals are formed by the addition of "self" or "selves," and are declined as follows:

First Person Forms

	SINGULAR	PLURAL
Nom. and *Obj.*	myself	ourselves

Second Person Forms

Nom. and *Obj.*	thyself, yourself	yourselves

Third Person Forms

	Masc.	Fem.	Neut.	
Nom. and *Obj.*	himself	herself	itself	themselves

Declension of the Relative Pronouns

Simple Relative Forms

Nominative	*Possessive*	*Objective*
who	whose	whom

Compound Relative Forms

whoever		whomever
whosoever	whosesoever	whomsoever

DECLENSION OF NOUNS

	SINGULAR	PLURAL
Nom. and *Obj.*	boy	boys
Possessive	boy's	boys'

Observation.—Observe that only *personal pronouns* have two number forms, and that no distinction is made for gender except in the personal pronouns, third person, singular number.

The **adjective pronouns** are not declined, as most of them have but one form.

"One" and its compounds—"other," "another," "either," and "neither"—have possessive forms; as, "*One's* business," "*Another's* work." "One" also has a plural, "ones." "None" is usually singular, but is sometimes used with a plural verb; as, "*None* of us *were* old enough."

"Each," "either," and "neither" are always singular; as, "*Each* of the boys *is* decorated with a medal." "*Either* of them *is* all right." "*Neither* of the children *wishes* to go."

Name..... *Grade*.....

EXERCISE 40

1. Write a sentence containing a noun and one containing a pronoun in the *nominative dependent case.*
2. Write a sentence containing a noun and one containing a pronoun in the *nominative independent case.*
3. Write a sentence containing a noun and one containing a pronoun in the *objective case.*
4. Write a sentence containing a noun and one containing a pronoun in the *possessive case.*
5. Write a sentence containing a noun, one containing a pronoun, and one containing an adjective used as a *predicate complement.*
6. Write a sentence containing a noun and one containing a pronoun used as an *objective complement.*
7. Write a sentence containing a noun and one containing an adjective used as a *resultant complement.*

(Deduct six and two-thirds per cent for each error.)

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....

[OVER]

13. .....

14. .....

15. .....

LESSON XXI

CASE (continued)

NOMINATIVE CASE CONSTRUCTIONS

A noun or pronoun may be in the *nominative case* as:

Dependent Constructions

1. Subject of the finite verb:
   John and *I* study grammar.
2. Complement of the finite copula:
   He is a *musician.* It is *I.*
3. Subject of infinitive:
   Mr. Cannon is to be speaker of the house.
   He is to be speaker of the house.
4. Complement of the infinitive whose subject is nominative:
   Mr. Cannon is to be *speaker* of the house.
   I was thought to be *he.*
5. Complement of the copulative participle whose subject is possessive:
   His being *judge* should not excuse him.
   Its being *he* should make no difference.
6. In apposition:
   Time, the *tomb-builder,* holds his fierce career.

Independent Constructions

7. By direct address:
   Gentlemen, you will please come to order.
8. Absolutely with a participle:
   The *speaker* having come, we proceeded with the program.
   He being gone, she was left to her own devices.
9. By pleonasm:
   Gad, a troop shall overcome him.
10. By inscription:
    The Chicago Tribune.
11. By exclamation:
    Goodness!

OBJECTIVE CASE CONSTRUCTIONS

A noun or pronoun may be in the *objective case* as:

1. Object of transitive verb:
   Columbus discovered *America.*
   We could not reach *him.*
2. Object of preposition:
   Canst thou name me the three greatest of our *kings?*
   A comrade stood beside *him.*

3. Subject of infinitive:
   I wished the *man* to leave me.
   I wished *him* to leave me.
4. Complement of infinitive whose subject is objective:
   I thought him to be a *man*.
   They thought him to be *me*.
5. In apposition:
   We saw Roosevelt, the *president*.
6. Object of a participle:
   They came bringing their *children* with them.
   I was afraid of confusing *him*.

Possessive Case Constructions

A noun or pronoun may be in the *possessive case* as:

1. Limiting a noun of the same signification:
   He bought the book at *McClurg's* the *bookseller's*.
2. Limiting a noun of different signification:
   Henry's book. *His* book.
3. Subject of a participial noun in a dependent construction:
   His coming was anticipated.
   The *man's* being a judge should not excuse him.

Rules for Forming Possessive Case of Nouns

1. To form the possessive singular of nouns, add the apostrophe and *s*.

EXCEPTION

There is some authority for dropping the *s* in a few long words where the additional *s* would produce a disagreeable sound. Some of our best writers, however, make no exception to the rule. Study the following illustrations carefully:

1. She was wearing a *boy's* coat.
2. She is doing a *man's* work.
3. He thus won a *lady's* heart.
4. I was presented with a *deer's* horns.
5. He died at the close of a *day's* march.
6. The money represented a *year's* interest.
7. I was detained on account of *James's* illness.
8. He should remain for *politeness'* sake.
9. We were amazed at *Judge Landis's* decision.
10. This was before *Demosthenes'* death.

Observation.—The thought in the tenth sentence might be more elegantly expressed by saying, "The death of Demosthenes."

Although the preposition "of" is frequently used in place of the apostrophe and *s* to express possession, it sometimes happens that, to avoid ambiguity, both are used in the

same sentence; as, "This *sketch of my son's* pleased me." (Preferably, *my son's sketch.)* The expression, "This sketch of my son," may have two meanings. What are they?

2. To form the possessive plural of nouns ending in *s*, add the apostrophe only. To those not ending in *s*, add the apostrophe and *s*, except when singular and plural forms are alike; as,

1. We sell *boys'* and *girls'* shoes.
2. The *Ladies'* Home Journal.
3. We sell *men's* clothing.
4. The Young *Women's* Christian Association.
5. The room was hung with *deers'* horns.
6. He owed me two *years'* interest.
7. He owed me four *weeks'* wages.
8. Draw on me at three *days'* sight.

3. When two or more nouns are used together, implying common possession, the apostrophe should be added to the last word only; when, however, the names imply separate possession, the apostrophe should be added to both names; as,

1. We handle *Moore & Evans's* wares.
2. We visited *Lyon & Healy's* music store.
3. Is that a *man's* or a *woman's* watch?
4. I read *Whittier's* and *Longfellow's* poems.

4. In compound nouns the apostrophe should be added to the last name; as, "My *brother-in-law's* residence." "My *brothers-in-law's* residences."

5. A noun is in the possessive case before a participial noun; as, "I insist on the *student's* studying his lesson thoroughly."

Name..... *Grade*.....

EXERCISE 41

Strike out the incorrect forms of pronouns in the following sentences:

(Deduct two per cent for each error.)

1. John and *she—her* wrote the letter.
2. *They—them* and their friends have been here.
3. *We—us* girls will be there.
4. Give the money to *us—we* boys.
5. This is between you and *I—me*.
6. This is for you and *me—I*.
7. Do you suppose it to be *they—them?*
8. Do you suppose it is *they—them?*
9. I know that it was *she—her*.
10. I know it to have been *her—she*.
11. *Who—whom* should I meet but my old friend!
12. *I—me* being ill, she taught my classes.
13. *He—him* being absent, the meeting was postponed.
14. *Who—whom* did you send for?
15. *Whom—who* was the letter from?
16. Please hand the letter to Mr. Smith, *he—him who—whom* we saw last evening.
17. *Whom—who* do men say that I am?
18. *Who—whom* do men think me to be?
19. If I were *she—her*, I would go.
20. Is that *she—her* standing in the entrance? Yes, that is *she—her*.
21. It is not *me—I* that you wish to see.
22. It cannot be *him—he*.
23. There is no danger of *his—him* being elected.
24. John and *he—him* are to be the speakers.
25. We were thought to be *them—they*.
26. Its being *he—him* should make no difference.
27. I believe *him—he* to be the man.
28. I saw the man *who—whom* they said had been elected.
29. We believed you to be *she—her*.
30. It is not *he—him* but *I—me who—whom* he seeks.
31. *Who—whom* are you writing to?
32. *Them—they* that honor me I will honor.
33. *They—them* that believe in me shall be rewarded.
34. I am not so good a writer as *he—him*.
35. They write as well as *we—us*.
36. *Who—whom* did you see at the meeting?
37. Please let *him—he* and *I—me* write on the board.
38. The man *who—whom* we saw is president.
39. *He—him* that is guilty, we must punish.

[OVER]

40. He was a person *who—whom* could be depended upon.
41. If it had been *me—I,* I should have run.
42. Let *him—he who—whom* made thee answer this.
43. I was sure of its being *he—him.*
44. I saw the man *who—whom* they said was the owner of the building.
45. Did you find out *who—whom* the property belonged to?
46. So long as *we—us* Japanese exist as a part of the Creator's creation, we have the sense of feeling requisite to human beings.
47. These ever-changeless headlines in the newspapers must be quite as tiresome to sane Americans as they are to *us—we* Japanese.
48. *They—them* that despise me shall be lightly esteemed.

Name..... *Grade*.....

EXERCISE 42

Insert the apostrophes in the following sentences. Add an *s* where one is needed. (Deduct two per cent for each error.)

1. The steamers dead-weight capacity is 6410 tons.
2. He had one eye out and one ear cropped as close as was Archbishop Leightons fathers.
3. These figures are a considerable increase over last years quotations.
4. He must have been ninety pounds weight at the least.
5. Please make application to the Womens College, 17 Jefferson street.
6. Good friend, for Jesus sake, forbeare
   To digg the dust encloased heare.
7. I frequently visited the sessions of the girls college.
8. Her name is Portia, nothing undervalued
   To Catos daughter, Brutus Portia.
9. You are entitled to one terms tuition in Quantitative Analysis, and two terms tuition in advanced Physics.
10. But there is no serpent here—at worst only a bumblebee or yellow-jackets nest.
11. We also inclose application for Employers Liability policy.
12. They knelt under the vast dome of St. Peters.
13. John W. Lister is Chief Clerk of the Coroners office.
14. It was called Our Ladys Chapel of the Forest.
15. Mens Republican Club.
16. They were summoned to vengeance by the bells dismal murmurs.
17. The new schedule for the increase of teachers salaries seems to me to be very faulty.
18. Who can tell what share of this nights good success we owe to the holy mans wrestling with God?
19. The Womens Committee of the Newsboys Club is at the head of the movement.
20. Lafayette came to gather in his half-centurys harvest of gratitude.
21. I shall have the entry made in the sheriffs office and attachment issued.
22. He was bearing a psalm book and a stove for his mistress feet.
23. We wish to call your attention to Maddens steel pens.
24. Can honours voice provoke the silent dust?
25. Some mute inglorious Milton here may rest—
    Some Cromwell, guiltless of his countrys blood.
26. We presume the inspectors objection could not be overruled.
27. We have pleasure in sending you sample of Woods steel corner for plaster walls.
28. Their masters and their mistress command,
    The younkers are warned to obey.
29. This magazine will be about the size and shape of the Ladies Home Journal.
30. The childs home is properly quarantined.
31. We take pleasure in offering a suggestion for this seasons advertising.

[OVER]

32. He gave me a beautiful Teachers Bible.
33. These goods are to be settled for on the basis of to-morrows highest price for white goods.
34. This years crop will average in bales as follows:
35. I send to you under separate cover, in to-days mail, a copy of our latest general catalog.
36. This is an increase of several thousand over last seasons yield.
37. We did not think of the man killing himself.
38. We should like a few days notice of your beginning the work.
39. This will reduce the time of the train crossing to ten minutes.
40. We will transfer the goods from the railroad companys pier to our warehouse.
41. We should like from three weeks to a months time in which to deliver the goods.
42. After thirty years experience, this company is especially fitted to offer a protection that is absolute.
43. We wish to have no delay in this paper reaching our customer.
44. I do not like Mr. Francis suggestion.
45. The trouble is in the men not understanding it.

LESSON XXII

MODIFICATION OF ADJECTIVES AND ADVERBS

Comparison of Adjectives

Most adjectives are inflected or modified to express different degrees of quality. This modification is called **comparison.**

DEGREES OF COMPARISON

Adjectives may express three degrees of quality: the **positive,** the **comparative,** and the **superlative.** The positive degree expresses the simple quality, and is used when the object modified by the adjective is not compared with any other. The comparative degree denotes a higher or lower degree of quality than is expressed by the positive, and is used when two objects are compared. The superlative denotes the highest or lowest degree of quality, and is used when more than two objects are compared.

METHODS OF COMPARISON

The comparative degree is formed by adding *r* or *er* to the positive form or by prefixing "more" or "less." The superlative degree is formed by adding *st* or *est* to the positive form or by prefixing "most" or "least." Some adjectives are compared *irregularly.*

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
beautiful	more beautiful	most beautiful
frightful	less frightful	least frightful
little	less	least
good or well	better	best
bad, evil or ill	worse	worst
out (adv.)	outer (adj.)	outermost (adj.)
in (prep.)	inner (adj.)	innermost (adj.)
———	under	undermost

Comparison of Adverbs

A few adverbs admit of comparison; as, *well, better, best; badly* or *ill, worse, worst; fast, faster, fastest.*

Absolute Adjectives and Adverbs

Adjectives and adverbs that are **absolute** in meaning should not be compared. A few of these are:

absolutely	gratuitous	sound
circuiar	human	spotless
conclusive—ly	immaculate	square
continual—ly	impossible	stationary
dead	incredible	sufficient
decisive	incurable	supreme
empty	infinite	typical
eternal	lawful	unanimous
exclusive—ly	omnipotent	unique
extreme	perfect	universal—ly
faultless	perpendicular	unparalleled
full	perpetual	unprecedented
fundamental	right	void

Caution.—Remember to use the *comparative* degree when comparing two persons or things, the *superlative* when comparing three or more.

"Other" in Comparison

In making comparisons with adjectives in the positive or comparative degree, the word "other" should be inserted to prevent one of the terms compared from including the other; as, "No *other* boy in the class is so witty as John." "John is wittier than any *other* boy in the class."

Double Comparison

Avoid double comparisons; as, *more clearer, more happier, most unkindest, more preferable,* etc.

Position of Adverb

The adverb should always be placed as near to the word that it modifies as possible, or in such position as to make the meaning perfectly clear; for example, "I do not think I shall go" should read "I think I shall not go."

The Split Infinitive

It has long been considered incorrect to place an adverb between the infinitive and the sign "to," but you will note that this construction is used by our very best writers, and often brings out the meaning more clearly than could be accomplished in any other way.

Name..... *Grade*.....

EXERCISE 43

Compare those of the following adjectives that admit of comparison:

(Deduct four per cent for each error.)

1.	happy	.....	.....
2.	sad	.....	.....
3.	lovely	.....	.....
4.	full	.....	.....
5.	dead	.....	.....
6.	honorable	.....	.....
7.	calm	.....	.....
8.	much	.....	.....
9.	late	.....	.....
10.	up	.....	.....
11.	south	.....	.....
12.	perfect	.....	.....

Name..... *Grade*.....

EXERCISE 44

Indicate which of the italicized forms in each sentence is correct by crossing out the incorrect form: (Deduct six per cent for each error.)

1. Which is the *older—oldest,* John or James?
2. Which is the *more—most* expensive, this or that?
3. I like this one the *better—best* of the two.
4. Of these boys, John, Harry, and Thomas, the *former—first* is a clerk and the *latter—last* is a stenographer.
5. Of all acquirements, virtue is the *more—most* valuable.
6. Solomon was of all men the *wiser—wisest.*
7. New York is the *larger—largest* of the two cities.
8. Chicago is the *larger—largest* of the three cities.
9. I injured my *best—better* eye.
10. Which is the *faster—fastest* operator of these two students?
11. Which is the *larger—largest,* London or Paris?
12. Rhode Island is the *smallest—smaller* of the United States.
13. Which do you like *better—best,* apples or peaches?
14. Of all my studies, I like grammar *best—better.*
15. Of two evils, choose the *least—less.*
16. John is the *eldest—elder* of the five brothers.

Name..... *Grade*.....

EXERCISE 45

Supply all necessary words and strike out all superfluous words in the following sentences: (Deduct ten per cent for each error.)

1. He recited better than any boy in the class.
2. What kind of a city would Rome be, all rulers and no one to be ruled?
3. He does not deserve the name of a gentleman.
4. The Tribune has the largest circulation of any other paper in the city.
5. Of all other cities London is the largest.
6. What sort of a door do you want?
7. The vote was not unanimous enough, so another vote was taken.
8. This typewriter is more preferable than that one.
9. I have never seen a man of more cheerfuller disposition.
10. The use of this system is becoming more universal.

Name..... *Grade*.....

EXERCISE 46

Indicate by a caret (∧) the proper position of the italicized adverbs in the following sentences: (Deduct six per cent for each error.)

1. All your neighbors were *not* invited.
2. There can *not* be found one man that is willing to undertake it.
3. The girls were *nearly* dressed alike.
4. If you have *only* learned to spend money, you may stay at home.
5. I told him to *not* go.
6. I take this opportunity to *publicly* apologize.
7. He moved to *indefinitely* postpone the subject.
8. He promises to *earnestly* try to do better.
10. One must understand the forms of a language in order to *properly* speak it.
11. Do you expect to *always* have your way in everything?
12. His experience enables him to *quickly* discern and fulfill the most exacting requirements of the trade.
13. The conductor failed to *properly* protect them.
14. We would thank you to *promptly* procure for us the original expense-bill.
15. If thou art blessed *naturally* with a good memory, continually exercise it.
16. You must not expect to find study agreeable *always*.

LESSON XXIII

MODIFICATIONS OF VERBS—VOICE AND MODE

Verbs are inflected or modified in form to indicate **voice, mode, tense, person,** and **number.**

VOICE

Voice is that modification of the verb that shows whether the subject acts or is acted upon. There are two voices, **active** and **passive.**

ACTIVE VOICE

The **active voice** is that form of the verb that represents the subject as acting; as, "Whittier *wrote* 'Snowbound.'" "He *accomplished* his task."

PASSIVE VOICE

The **passive voice** is that form of the verb that represents the subject as being acted upon; as, "'Snowbound' *was written* by Whittier." "The task *was accomplished* by him."

Observation.—Only transitive verbs are modified to indicate voice. Intransitive verbs are always active; as: "Birds *fly.*"

Caution.—Do not confuse the passive form of the verb with a participle used as a predicate complement; as, "The page *was written*" (not printed). "The man *was accomplished.*"

Note that "written" and "accomplished" in the foregoing sentences are *adjectives* belonging to their subjects.

MODE

Mode is that modification of the verb that indicates the manner of expression. Verbs have six modes: **indicative, subjunctive, potential, imperative, infinitive,** and **participial.**

INDICATIVE MODE

The **indicative mode** asserts a thing as a fact; as, "He *writes.*" "She *died.*" "Water *is* a liquid."

SUBJUNCTIVE MODE

The subjunctive mode expresses a thought as doubtful, as conditional, as a mere wish, or as a supposition that is contrary to fact; as, "If he *be* guilty he will be hanged." "If he *pay* me I will work." "I wish I *were* rich." "If the ocean *were* fresh, sailors need never suffer from thirst."

SIGNS OF THE SUBJUNCTIVE

The subjunctive mode may usually be known by one of the following signs: "if," "though," "except," "unless," "lest." The sign, however, is often omitted.

Observation.—Note particularly the form of the verb in the subjunctive. This form is not observed by many good writers of the present day. The signs very frequently precede a verb in the indicative mode, where an admission instead of a supposition is made; as, "If the man *is* honest, he did not pay me." "If the ocean *is* ten thousand feet deep the soundings will show it."

Note.—The distinctive forms that characterize the subjunctive mode are giving way to indicative forms, and are little used nowadays in spoken language. They abound, however, in literature, and are still carefully used by discriminating writers. It is well to insist upon the use of some of them.—*Southworth's English Grammar and Composition.*

POTENTIAL MODE

The **potential mode** expresses the power, necessity, liberty or permission, duty, or possibility of acting or being; as, "He *can write.*" "He ***must write.***" "He *may write.*" "He *should write.*" "He *might write.*"

SIGNS OF THE POTENTIAL MODE

The signs of the potential mode are "may," "can," "must," "might," "could," "would," and "should."

IMPERATIVE MODE

The **imperative mode** expresses a command, an entreaty, or a supplication; as, *"Close* the door." *"Do* not *do* that." *"Give* us this day our daily bread."

INFINITIVE AND PARTICIPIAL MODES

The **infinitive** and **participial modes** merely assume action or being without asserting it of anything; as, "I wish *to go.*" "I wish him *to go.*" "I wish them *to go.*" "I saw him *reading.*" "I saw them *reading.*"

Observation.—Note that the form of the verb in the infinitive and participial modes remains the same, regardless of the person and number of the subject.

Name..... *Grade*.....

EXERCISE 47

Rewrite the following sentences, changing the active verbs to the passive form: **(Deduct ten per cent for each error.)**

1. Columbus discovered America.
2. Elias Howe invented the sewing machine.
3. Robert Fulton built the first steamboat.
4. The Dutch harness the wind.
5. The French peasants till the land.
6. Brutus killed Cæsar.
7. John opened the window.
8. The farmer cultivated his corn.
9. I seized the opportunity.
10. Franklin discovered electricity.

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. .....

Name..... *Grade*.....

EXERCISE 48

Indicate the mode of the italicized verbs in the following sentences by writing them in the form below: (Deduct five per cent for each error.)

1. I *watched* the little circles *die.*
2. I *dare do* all that *may become* a man;
   Who dares *do* more *is* none.
3. Truth from his lips *prevailed* with double sway,
   And fools who *came* to scoff *remained* to pray.
4. *Let* me *serve* you.
5. *Lift* up your heads, O ye gates!
6. Let us not, I *beseech* you, *deceive* ourselves longer.
7. *Were* it the wish of the Czar *to promulgate* peace, he *would disarm* his large army.
8. *Planting* perennials *is* the work of the gardener.
9. If it *were* necessary, we *could have sent* him some of the oil.

Indicative	Subjunctive	Potential	Imperative	Infinitive	Participial

LESSON XXIV

TENSE

Tense is that modification of the verb that indicates the time of the action or being; as, "I *see*." "I *saw*." "I *shall see*." There are three **primary tenses** corresponding to the three divisions of time: **present, past, and future.** Each of these primary tenses has a **perfect tense: present perfect, past perfect,** and **future perfect.**

The **present tense** indicates present action or being; as,

I *write*
I *am writing*
I *do write*

The **past tense** indicates action or being as past; as,

I *wrote*
I *was writing*
I *did write*

The **future tense** indicates futurity of action or being; as,

I *shall write*
I *shall be writing*

The **present perfect tense** indicates action or being as completed but connected with present time; as,

I *have written*
I *have been writing*

The **past perfect tense** indicates action or being as completed at or before some stated past time; as,

I *had written*
I *had been writing*

The **future perfect tense** indicates action or being to be completed at or before some stated future time; as,

I *shall have written*
I *shall have been writing*

Tense Forms

Although there are only six tenses, there are more than six tense forms. It will be seen from the following diagram that the present tense has three forms; the present perfect two forms; the future tense two forms, and the future perfect tense two forms. Note also that the past indefinite form is the only one formed by *inflection,* the rest being formed by the aid of auxiliaries, called the **signs of the tenses.**

Tense

- Present
  - Present
    - I see (simple indefinite form)
    - I am seeing (progressive form)
    - I do see (emphatic form)
  - Present Perfect
    - I have seen (simple form)
    - I have been seeing (progressive form)
- Past
  - Past
    - I saw (simple indefinite form)
    - I was seeing (progressive form)
    - I did see (emphatic form)
  - Past Perfect
    - I had seen (simple form)
    - I had been seeing (progressive form)
- Future
  - Future
    - I shall see (simple indefinite form)
    - I shall be seeing (progressive form)
  - Future Perfect
    - I shall have seen (simple form)
    - I shall have been seeing (progressive form)

Signs of the Tenses

Observation.—Note the signs of the tenses in the different modes in the following synopsis of the verb "see."

PRINCIPAL PARTS

Present **Tense**	**Past Tense**	**Perfect Participle**
See	Saw	Seen

INDICATIVE MODE

Present	I see	**Present Perfect**	I have seen
Past	I saw	**Past Perfect**	I had seen
Future	I shall see	**Future Perfect**	I shall have seen

SUBJUNCTIVE MODE

Present	If I see	**Past**	If I saw	**Past Perfect**	If I had seen

POTENTIAL MODE

Present	I may, can *or* must see
Present Perfect	I may, can *or* must have seen
Past	I might, could, would, *or* should see
Past Perfect	I might, could, would, *or* should have seen

IMPERATIVE MODE

Present	See

INFINITIVE MODE

Present	To see
Present Perfect	To have seen

PARTICIPIAL MODE

Present	Seeing
Present Perfect	Having seen

TIME EXPRESSED BY INFINITE VERBS

Infinite verbs have but two tenses, and the time expressed by them depends upon that expressed by the finite verb in the same sentence. The time of the present infinitive or present participle is always present with reference to that of the finite verb. "He wants (now) to speak (now)." "He wanted (yesterday) to speak (yesterday)." "He comes (now) running (now)." "He came (yesterday) running (yesterday)."

The time expressed by the perfect infinitive or the perfect participle is previous to that of the finite verb. "He believes (now) me to have been mistaken (yesterday)." "He believed (yesterday) me to have been mistaken (the day before)." "Having prepared his lesson (yesterday) he recites (to-day) it." "Having prepared his lesson (the day before) he recited (yesterday) it."—*Rigdon's Grammar of the English Sentence.*

Verbs expressing hope, expectation, or intention, and those used to convey commands, require present infinitives after them.—*Williams' English Grammar.*

AGREEMENT OF TENSES

The verb in a subordinate clause should agree in tense with the verb in the principal clause, unless the subordinate clause expresses a general or universal truth; as, "The man *said* that he *was* studying law." "He *said* that he *was* going to-morrow." "He *said* that two and two *are* four." "He *said* that iron *is* one of the most useful metals."

Name..... *Grade*.....

EXERCISE 49

Indicate the tense of the italicized verbs in the following sentences by writing them in the form below: (Deduct five per cent for each error.)

1. I *should* not *have believed* it unless I *had happened to be* there.
2. I *shall have had* enough of this.
3. Soon our places in the world *will have been taken* by others.
4. She *has* her own pet dream of college glory.
5. They *toil* not, neither *do* they *spin*.
6. A thing of beauty *is* a joy forever.
7. I *am*, I *will*, I *shall be* happy.
8. I *did send* to you for gold.
9. Now *came* still evening on.
10. I *would* gladly *look* him in the face.
11. If the book *were* in the library (but it isn't) you *should have* it.
12. He *would look* at the sea for hours.

Present	Past	Future	Present Perfect	Past Perfect	Future Perfect
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Name..... *Grade*.....

EXERCISE 50

Strike out the incorrect forms of the infinitives in the following sentences:

(Deduct six per cent for each error.)

1. I am sorry you were not at home yesterday, for I should have liked *to have seen—to see* you.
2. I should have been pleased *to have talked—to talk* to you.
3. I expected *to have seen—to see* you at the meeting.
4. I had intended *to consult—to have consulted* my physician.
5. He expected *to see—to have seen* his brother.
6. I hoped *to have seen—to see* you do better.
7. They believed him *to be—to have been* insane.
8. I meant *to see—to have seen* you yesterday.
9. I intended *to call—to have called* for you.
10. It would have been wrong *to go—to have gone* on with the ceremony.
11. He did not seem *to know—to have known* how *to do—to have done* the work.
12. It was his duty *to assist—to have assisted* our friend.
13. It was not my intention *to insist—to have insisted* upon your complying with the request.
14. There was nothing left but *to obey—to have obeyed.*
15. I should not have believed it, unless I had happened *to have been—to be* there.
16. They believed him *to be—to have been* guilty.
17. We expected *to have received—to receive* the goods sometime this week.
18. We should have been just as glad *to fill—to have filled* your order with the lighter material.
19. It is a pleasure *to be able—to have been able to have done—to do* the work for him.

LESSON XXV

USES OF THE AUXILIARIES

SHALL AND WILL

Shall and **will** are both signs of the future tense. "Shall" is the natural future form, while "will" always expresses volition on the part of the person represented by the subject of the verb. As a matter of courtesy, however, "shall" often gives way to "will." Study the following examples carefully.

SIMPLE FUTURITY

"Shall" in a *declarative* sentence in the first person, and "will" in the second and third persons, merely announce future action or state; as,

Simple futurity

1. I *shall* go to Europe next year.
2. I *shall* wait for the next train.
3. I *shall* be glad to see you.
4. I *shall* soon be twenty.

1. You *will* be pleased to see him.
2. You *will* find the goods satisfactory.
3. You *will* soon be twenty.

1. He *will* spend the winter with us.
2. He *will* go with us.
3. He *will* be pleased with his position.

PROMISE OR DETERMINATION

"Will" in a *declarative* sentence in the first person, and "shall" in the second and third persons, announce the speaker's intention to control, by promise or by proclaiming a determination; as,

Promise or determination

1. I *will* pay you the money to-morrow. (Promise.)
2. I *will* have my way, regardless of results. (Determination.)

1. You *shall* have your pay to-morrow. (Promise.)
2. You *shall* go, sick or well. (Determination.)

1. He *shall* have my part. (Promise.)
2. He *shall* do as I direct. (Determination.)

CONDITION BEYOND THE CONTROL OF THE WILL

As a person should not promise anything that he cannot control, it follows that "shall" in the first person, and "will" in the second and third persons, should be used to express a *condition beyond the control of the will;* as,

Condition beyond the control of the will

1. I *shall* be pleased to grant your request.
2. I *shall* be glad to hear from you.
3. I *shall* be obliged to you for the favor.
4. I *shall* be disappointed if you do not come.
5. I *shall* be ill, if I get wet.
6. I know that we *shall* enjoy the play.
7. I fear that I *shall* be ill.
8. I fear that we *shall* have bad weather.
9. I hope I *shall* not have a headache.
10. We *shall* be delighted to have you with us.
11. You *will* be ill, if you get wet.
12. He *will* be ill, if he gets wet.

INDIRECT QUOTATIONS

In indirect quotations "shall" should be used in all three persons to express futurity, and "will" should be used in all three persons to express a promise or determination, when the subjects both refer to the same person; as,

You say that you *shall* begin work Monday. (Futurity.)
You say that you *will* be good. (Promise.)
He says that he *shall* begin his work Monday. (Futurity.)
He says that he *will* give each employee a Christmas present. (Promise.)

INTERROGATIVE SENTENCES

In *interrogative* sentences courtesy requires "shall" in the first and second persons, and "will" in the third person, when simple futurity is to be expressed.

Since no one is supposed to know more about your own will than you do yourself, "Will I" is seldom used. The question "Will you" asks concerning the wish of the person addressed, while "Will he" may express either simple futurity or volition on the part of the person represented by "he," the meaning intended to be determined by the tone of the voice.

In the second and third persons the auxiliary that is expected in the answer should be used in the question. The answer to "Shall I" may be either "You will" or "You shall," according to the meaning; as,

Simple futurity

1. How long *shall* I have to wait? All day.
2. *Shall* I assist you? You may.
3. *Shall* you be at school to-morrow? I ***shall.***
4. *Will* he be at school to-morrow? He ***will.***

Consults the wish or pleasure of the person addressed	*Will* you go with me, if I call for you? I *will.* (Promise.) *Shall* he be allowed to go free? He *shall* not.
Consults the pleasure of the person represented by "he"	*Will* he give his consent? He *will.*

Should and Would

With the exception of a few special uses, "should" and "would" follow the regimen of "shall" and "will;" that is, the uses of "should" correspond to those of "shall," and those of "would" correspond to those of "will." Remember that "should" must be used in the first person, when a condition beyond the control of the will is expressed. "Would" is sometimes used to express a wish, and is usually used in all three persons to express willingness, habit, or custom. "Should," as distinguished from "ought," expresses propriety, while "ought" implies moral obligation.

Contingent future	If he were to offer me the position, I *should* not accept it. If he were to offer you the position, you *would* not accept it. If he were to offer the position to him, he *would* not accept it.
Condition beyond the control of the will	We *should* be glad to see you, if you decide to come. I *should* prefer to see it before I buy it. I *should* have been ill if I had gone.
Wish	I *would* that I were a man.
Willingness	I *would* assist you if I could. I know that you *would* assist me if you could. I know that he *would* assist me if he could.
Habit	I always *would* have my way. You *would* never allow me to go skating in the evening. He *would* often go to sleep during the sermon.
Moral obligation	Every man *ought* to be honest.
Propriety	Every man *should* be neat.

Name..... *Grade*.....

EXERCISE 51

Insert "shall" or "will" in the blank spaces in the following sentences:

(Deduct four per cent for each error.)

1. John says that he ..... be there on time. (Future.)
2. Thou ..... not steal. (Command.)
3. I ..... enter college next year. (Future.)
4. I ..... be punished for this, I know. (Future.)
5. You ..... be tired by the time you reach home. (Future.)
6. We ..... make you a price equal to any that you ..... find elsewhere in the city. (Promise.)
7. You ..... escape me never. (Determination.)
8. What ..... I do?
9. ..... I have my pay? I certainly will.
10. Some day we ..... study our planetary neighbors in space. Very likely we ..... talk to them.
11. He says that he ..... do the work for me. (Promise.)
12. You ..... not go.
13. ...., ... he finally decide in our favor?
14. You ..... be the loser in that trade. (Future.)
15. My opinion is that he ..... die. (Future.)
16. The money ..... all be furnished by the father.
17. Hear me, I ..... speak! (Determination.)
18. The one ..... be taken and the other left. (Promise.)
19. To-day the vessel ..... be launched.
20. ..... you give it to him or ..... I?
21. ..... the storm prevent his coming?
22. He ..... be brought to justice. (Determination.)
23. You ..... have my support in the coming election. (Promise.)
24. I ..... write to him next week. (Future.)
25. ..... you oblige me by paying me to-day?

Name..... *Grade*.....

EXERCISE 52

Insert "shall" or "will" in the blank spaces in the following sentences:

(Deduct four per cent for each error.)

1. You ..... be pleased with it, I am sure. (Future.)
2. You ..... lose your money if you are not careful. (Future.)
3. You ..... receive the reward. (Promise.)
4. I am determined that you ..... not see her. (Determination.)
5. ..... you have the coffee, or ..... I drink it?
6. ..... you know by to-morrow what you intend to do?
7. ..... this man be allowed to continue his murderous career?
8. I ..... reward the good and punish the wicked.
9. He ..... repent of his folly.
10. They ..... have a pleasant time, I am sure.
11. We ..... remember your kindness.
12. We ..... dine at home to-morrow.
13. They ..... account for their misconduct.
14. Surely goodness and mercy ..... follow me all the days of my life; and I ..... dwell in the house of the Lord forever.
15. That we ..... die we know.
16. ..... you have dinner with me to-morrow?
17. Do you think that your name ..... live in the annals of history?
18. ..... he inflict this trial upon us?
19. I ..... utter what I believe to-day, if it should contradict all I said yesterday.
20. You ..... go, ... you not? (Future.)
21. ..... you read the poem aloud if I bring the book to you?
22. He ..... go with us. (Future.)
23. You ..... hear from us frequently. (Future.)
24. I ..... go, you ..... not prevent me. (Resolution.)
25. I ..... return home now, but ..... come again next week.

Name..... *Grade*.....

EXERCISE 53

Supply "would" or "should" in the blank spaces in the following sentences:

(Deduct six per cent for each error.)

1. You ..... make as little noise as possible.
2. He ..... often stay for days.
3. I ..... pay him if he ..... demand it.
4. I ..... be pleased to have you call.
5. We ..... do unto others as we ..... have others do unto us.
6. We don't laugh so much at the gyroscope now as we ..... have done sometime ago.
7. From his actions we ..... think he was ill.
8. You ..... obey your father and mother.
9. I ..... that I were home again.
10. I ..... frequently go to the theater.
11. I ..... like to see you to-morrow.
12. He feared lest he ..... fall.
13. I ..... like to place the order for these goods as soon as possible.
14. I ..... be glad to meet your views in the matter.
15. We ..... have started earlier, if the weather had been clear.
16. I knew that I ..... be ill.
17. I knew I ..... dislike the country.
18. I ..... not like to do it, and will not unless compelled to.
19. One ..... love his neighbor as himself.
20. What ..... such fellows as I do, crawling between earth and heaven?

LESSON XXVI

PERSON AND NUMBER OF VERBS

RULE 1

A finite verb must agree with its subject in person and number; as, "Chicago *is* a large city." "Chicago and New York *are* large cities." "I *am* a teacher." "He *is* a teacher." "They *are* teachers."

RULE 2

A plural subject requires a plural verb, unless it be plural in form with a unitary meaning; as, "Birds *fly*." "The birds *are* singing." "Two years *seems* a long time." "Two hours *is* a long time to wait." "Ten dollars *is* sufficient for my expenses to-day."

RULE 3

Two or more singular subjects connected by "or" or "nor" require a singular verb; as, "Either John or James *is* coming." "Neither he nor she *is* coming."

RULE 4

When two or more subjects connected by "or" or "nor" differ in person or number, the verb usually agrees with the word next to it; as, "The general or his aids *are* to be there." "Neither he nor I *am* going." "Neither you nor he *knows* anything about it."

RULE 5

Two or more singular subjects connected by "and" usually require a plural verb; as, "John and James *are* coming." "He and she *are* coming."

RULE 6

Two or more singular subjects connected by "and" require a singular verb when they refer to the same person; when they represent one idea or are very closely connected in thought; when they are preceded by "each," "every," "no," "many a," etc.; as, "My friend and neighbor *has* moved away." "Bread and butter *is* a wholesome food." "Where envy and strife *is*, there *is* confusion and every evil work." "Each day and hour *brings* its duties." "Every senator and representative *was* present." "No time and money *has* been spared to make the appointments perfect." "No wife, no mother, *was* there to comfort him."

RULE 7

A singular verb is often used when it precedes a number of subjects connected by "and;" as,

"Ah! then and there *was* hurrying to and fro,
And gathering tears, and tremblings of distress."

"For wide *is* heard the thundering fray,
The rout, the ruin, the dismay."

RULE 8

Two or more singular subjects connected by "as well as," "and also," "and too," etc., require a singular verb; as, "Justice as well as mercy *allows* it." "John, and also James, *is* excused from the class." "John and James, too, *is* to blame."

RULE 9

When a singular subject is immediately followed by a modifier containing a noun or pronoun in the plural, the singular verb is required; as, "The Mayor, with all his attendants, *was* there." "A basket of flowers *was* sitting in the window." "The inforcement of such laws as these *is* very difficult." "Each of the foregoing sentences *expresses* a complete thought."

RULE 10

When a collective noun refers to its individuals as acting separately or independently, it should be followed by a plural verb, but when it refers to its individuals as acting as a whole, the singular verb and the singular neuter pronoun are required; as, "The audience *was* held by the speaker as if *it* were one man." "When he ceased, his audience *were* free to go *their* ways."

Name..... *Grade*.....

EXERCISE 54

Insert appropriate verbs in the blank spaces and strike out the incorrect forms of the verbs in the following sentences:

(Deduct five per cent for each error.)

1. A committee ..... been appointed.
2. The committee ..... all young men.
3. All this tribe ..... blind.
4. The court ..... seated for judgment.
5. The audience *show—shows* signs of weariness.
6. The audience ..... dismissed.
7. The regiment ..... disbanded.
8. The regiment ..... all brave men.
9. The regiment ..... brass buckles on their belts.
10. The company *think—thinks* that *they—it* will soon close the doors of *their—its* factory.
11. The lowing herd *wind—winds* slowly o'er the lea.
12. The council ..... strongly influenced.
13. The committee ..... divided in opinion.
14. A large crowd of men, women, and children ..... collected.
15. The herd ..... collected.
16. The herd ..... scattered.
17. The congregation ..... dismissed.
18. The congregation ..... deeply moved by the words of the speaker.
19. The party ..... divided.
20. The party ..... beaten.

Name..... *Grade*.....

EXERCISE 55

Strike out the incorrect forms of the verbs in the following sentences:

(Deduct two and one-half per cent for each error.)

1 Either John or James *is—are* to blame.
2. Neither time nor money *were—was* spared.
3. One of you *is—are* mistaken.
4. Each of these boys *feel—feels* himself a man.
5. Every one of us *knows—know* him.
6. The number of people *were—was* not great.
7. Two hours *is—are* a long time to wait.
8. Two and two *is—are* four.
9. Every one *are—is* subject to the draft.
10. The secretary and the treasurer *has—have* resigned.
11. The secretary and treasurer *has—have* resigned.
12. A red and white flag *float—floats* from the building.
13. A red and a white flag *float—floats* from the building.
14. John and Mary's aunt *are—is* visiting us.
15. John's and Mary's aunt *are—is* visiting us.
16. John's and Mary's aunts *are—is* visiting us.
17. One-half of the boys *was—were* late for the class.
18. One-half of the money *was—were* given to me.
19. Bread and milk *is—are* a wholesome food.
20. Bread and milk *is—are* to be had at this store.
21. The majority of Indian marriages *are—is* happy.
22. One and one *are—is* two.
23. Two times one *are—is* two.
24. Two times two *are—is* four.
25. A number of birds *has—have* already appeared.
26. Here *come—comes* the boys.
27. In winter everybody *go—goes* skating.
28. Thine *is—are* the kingdom and the power and the glory.
29. Time, as well as money, *is—are* needed.
30. Time, and money, too, *is—are* needed.
31. Every man, woman, and child *was—were* saved.
32. Neither he nor they *were—was* there.
33. Plutarch's "Parallel Lives" *is—are* very interesting.
34. I am one of those whom neither fear nor anxiety *deprive—deprives* of *his—their* ordinary appetite.—*Scott.*
35. His explanation and mine *agrees—agree.*

[OVER]

36. The soldier and statesman *has—have* passed away.
37. The horse and carriage *is—are* at the door.
38. There *is—are* tears for his love, joy for his fortune, honor for his valor, and death for his ambition.—*Shakespeare.*
39. The wages of sin *is—are* death.
40. Where *is—are* my hat and coat?

Name..... *Grade*.....

EXERCISE 56

Strike out the incorrect forms of the verbs in the following sentences:

(Deduct two and one-half per cent for each error.)

1. I saw that you *was—were* very much interested.
2. When *does—do* your father and mother come home?
3. He *don't—doesn't* understand his business.
4. Either you or my brother *is—are* mistaken.
5. The United States *is—are* a powerful nation.
6. Years of poverty and hardship *was—were* the result of the long war.
7. Twenty-five cents *is—are* the price.
8. Three-fourths of the students *are—is* gone.
9. Three-fourths of the sum *have been—has been* collected.
10. Not position, but worth, *makes—make* the man.
11. The whole system of mindreading, mesmerism, and spiritualism *seem—seems* to be connected.
12. I like the simplicity of his remarks, which *enables—enable* me to understand him.
13. There *was—were* many people in attendance.
14. This is one of the most interesting games that *has—have* been played here this season.
15. If the classification of the material and the price *is—are* considered, etc.
16. If the credit and the standing of the firm *is—are* good, we shall be glad to fill this order.
17. The earnestness and enthusiasm of the speaker *cause—causes* me to believe in his sincerity.
18. "Twice-Told Tales" *was—were* written by Hawthorne.
19. I should know what God and man *is—are.—Tennyson.*
20. The king, with the lords and commons, *constitute—constitutes* the government of England.
21. Ambition, and also the safety of the state, *was—were* concerned.
22. No subject and no ruler *live—lives* in safety.
23. Many a communication, telegraphic as well as postal, *has—have* been exchanged between the President and responsible officials of the state of California.
24. Every citizen and every resident of this country and all nations *have—has* good right to share in the rejoicing over his election and his inauguration.
25. The results of this new expression of democracy in education *is—are* significant.
26. The British commander gave notice to the Spanish authorities that if another Englishman or another American *was—were* shot he would bombard and destroy the town.
27. We have two statements, but neither of them *are—is* quite satisfactory.
28. Every corporation and every business man *is—are* making money.

[OVER]

29. The steady advance in the price of iron and steel products *make—makes* it necessary for us to withdraw our quotations from time to time.
30. Little things like this *go—goes* a great way.
31. To love and to admire *has—have* ever been the joy of his existence.
32. This is one of the best books that *has—have* ever been published on the subject.
33. The president, as well as his subordinates, *were—was* criticised.
34. There *comes—come* a train.
35. There *comes—come* two trains.
36. A number of horses, together with a large amount of property, *were—was* destroyed.
37. The state of affairs *is—are* getting worse every day.
38. All *is—are* done, and now all of us *is—are* ready to go.
39. Not a word of his speeches *was—were* published.
40. Many a man *looks—look* back on the days of his youth with regret.

LESSON XXVII

LIST OF IRREGULAR VERBS

In studying this list of verbs, note that "has," "have," or "had" should always be used before the perfect participle. "R" in parenthesis denotes that the verb may also be regular. Where two alternative forms are given in this list, the first is in accordance with the best present usage.

THE TWO PAST FORMS DIFFERENT

Present	Past	Perfect Participle
Arise	arose	arisen
Awake	awoke (r)	awaked
Be	was	been
Bear (*carry*)	bore, bare	borne
Beat	beat	beaten, beat
Become	became	become
Befall	befell	befallen
Begin	began	begun
Bid	bade, bid	bidden, bid
Bite	bit	bitten, bit
Blow	blew	blown
Break	broke	broken
Choose	chose	chosen
Come	came	come
Crow	crowed, crew	crowed
Do	did	done
Draw	drew	drawn
Drink	drank	drunk
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Fly	flew	flown
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got, gotten
Give	gave	given
Go	went	gone
Grow	grew	grown
Hide	hid	hidden, hid
Hold	held	held
Know	knew	known
Lean	leaned, leant	leaned, leant
Lie (*repose*)	lay	lain

Present	Past	Perfect Participle
Prove	proved	proved, proven
Rend	rent	rent
Ride	rode	ridden
Ring	rang, rung	rung
Rise	rose	risen
Run	ran	run
See	saw	seen
Shake	shook	shaken
Shave	shaved	shaved, shaven
Show	showed	shown (r)
Shrink	shrank, shrunk	shrunk, shrunken
Slay	slew	slain
Slide	slid	slid, slidden
Sing	sang, sung	sung
Sink	sank, sunk	sunk
Sow	sowed	sown (r)
Speak	spoke	spoken
Spring	sprang, sprung	sprung
Steal	stole	stolen
Strike	struck	struck, stricken
Strive	strove	striven
Swear	swore, sware	sworn
Swell	swelled	swollen (r)
Swim	swam, swum	swum
Take	took	taken
Tear	tore	torn
Thrive	throve, thrived	thriven, thrived
Throw	threw	thrown
Tread	trod	trod, trodden
Wear	wore	worn
Weave	wove	woven, wove
Write	wrote	written

THE TWO PAST OR THE THREE FORMS ALIKE

Present	Past	Perfect Participle
Bend	bent (r)	bent (r)
Bereave	bereaved, bereft	bereaved, bereft
Beseech	besought	besought
Bet	bet (r)	bet (r)
Bleed	bled	bled
Bless	blessed, blest	blessed, blest
Bring	brought	brought
Build	built (r)	built (r)
Burn	burnt (r)	burnt (r)
Burst	burst	burst

Present	**Past**	**Perfect Participle**
Buy	bought	bought
Cast	cast	cast
Catch	caught	caught
Cling	clung	clung
Clothe	clothed, clad	clothed, clad
Creep	crept	crept
Cut	cut	cut
Deal	dealt	dealt
Dig	dug (r)	dug (r)
Dream	dreamed, dreamt	dreamed, dreamt
Dwell	dwelt (r)	dwelt (r)
Flee	fled	fled
Gild	gilded, gilt	gilded, gilt
Hang	hung (r—*in legal phraseology*)	hung (r—*in legal phraseology*)
Have	had	had
Hear	heard	heard
Hurt	hurt	hurt
Kneel	knelt (r)	knelt (r)
Knit	knit (r)	knit (r)
Lay	laid	laid
Lead	led	led
Learn	learned, learnt	learned, learnt
Lend	lent	lent
Let	let	let
Light	lighted, lit	lighted, lit
Pay	paid	paid
Pen (*fence in*)	penned, pent	penned, pent
Plead	pleaded, plead, pled	pleaded, plead, pled
Quit	quit (r)	quit (r)
Rap	rapped, rapt	rapped, rapt
Say	said	said
Send	sent	sent
Set	set	set
Shed	shed	shed
Shine	shone	shone
Sit	sat	sat
Sleep	slept	slept
Sling	slung	slung
Smell	smelled, smelt	smelled, smelt
Speed	sped (r)	sped (r)
Spell	spelled, spelt	spelled, spelt
Spill	spilled, spilt	spilled, spilt
Spin	spun	spun
Spit	spit, spat	spit, spat
Spread	spread	spread

Present	**Past**	**Perfect Participle**
Stay	stayed, staid	stayed, staid
Sting	stung	stung
String	strung	strung
Sweat	sweat (r)	sweat
Sweep	swept	swept
Swing	swung, swang	swung
Teach	taught	taught
Wake	woke (r)	woke (r)
Weep	wept	wept
Wet	wet (r)	wet (r)
Win	won	won
Work	worked, wrought	worked, wrought
Wring	wrung	wrung

DEFECTIVE VERBS

Present	**Past**	**Perfect Participle**
Beware	.....	.....
Can	could	.....
Do (*auxil'y*)	did	.....
Have (*auxil'y*)	had	.....
May	might	.....
Must	must	.....
Ought	ought	.....
.....	quoth	.....
Shall	should	.....
Will (*auxil'y*)	would	.....

Name..... *Grade*.....

EXERCISE 57

Strike out the incorrect forms of the verbs in the following sentences:

(Deduct three per cent for each error.)

1. John *done—did* it.
2. A great deal of good has been *done—did.*
3. The man was *hanged—hung* yesterday.
4. The clothes were *hanged—hung* on the line.
5. Will you *lend—loan* me five dollars?
6. They have *took—taken* all his money.
7. I have *went—gone* there many times.
8. I *laid—lay* down to take a nap.
9. He *lay—laid* the book on my desk.
10. *Aren't—ain't* you coming to-day?
11. Our house *don't—doesn't* know dull seasons.
12. He *don't—doesn't* know anything.
13. You *hadn't ought—ought not* to do that.
14. Where *was—were* you at the time the man was *hanged—hung?*
15. *Can—may* I assist you to the car?
16. Washington *bade—bid* his army farewell.
17. Why have you not *drunk—drank* your coffee?
18. I have *got—gotten* tickets for the opera.
19. He *lit—lighted* the lamp in his room.
20. They have not *proved—proven* the statement.
21. Beeves are *hung—hanged,* sir, men are *hung—hanged.*
22. I *knowed—knew* that he would not come.
23. I *drawed—drew* the water for the horse.
24. The boy has *broke—broken* his arm.
25. The tree *growed—grew* very rapidly.
26. The man *plead—pleaded* for his life.
27. If it *don't—doesn't* suit, return it.
28. I have *drank—drunk* my coffee.
29. The little boy *drank—drunk* eagerly.
30. Have I *awaked—awoke* in time?
31. I have *rode—ridden* a long way to-day.
32. He *drawed—drew* up the large easy chair.

Name..... *Grade*.....

EXERCISE 58

The teacher should pronounce twenty-five of the irregular verbs, requiring the student to write the past tense and perfect participle forms.

(Deduct two per cent for each error.)

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....
16. .....
17. .....
18. .....
19. .....
20. .....
21. .....
22. .....
23. .....
24. .....
25. .....

LESSON XXVIII

CONJUGATION

Conjugation is the systematic arrangement of all the forms of the verb.

CONJUGATION OF THE VERB "BE"

(*Model of Active Voice Conjugation*)

INDICATIVE MODE

PRINCIPAL PARTS—Pres., *be* or *am;* Past, *was;* Perf. Part., *been*

Present Tense

SINGULAR	PLURAL
I am	We are
You are	You are
He is	They are

Present Perfect Tense (sign, *have*)

I have been	We have been
You have been	You have been
He has been	They have been

Past Tense

I was	We were
You were	You were
He was	They were

Past Perfect Tense (sign, *had*)

I had been	We had been
You had been	You had been
He had been	They had been

Future Tense (sign, *shall* or *will*)

I shall be	We shall be
You will be	You will be
He will be	They will be

Future Perfect Tense (sign, *shall have* or *will have*)

I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

SUBJUNCTIVE MODE

Present Tense

SINGULAR	PLURAL
If I be	If we be
If you be	If you be
If he be	If they be

Past Tense

If I were	If we were
If you were	If you were
If he were	If they were

Past Perfect Tense

If I had been	If we had been
If you had been	If you had been
If he had been	If they had been

POTENTIAL MODE

Present Tense

SINGULAR	PLURAL
I may be	We may be
You may be	You may be
He may be	They may be

Present Perfect Tense

I may have been	We may have been
You may have been	You may have been
He may have been	They may have been

Past Tense

I might be	We might be
You might be	You might be
He might be	They might be

Past Perfect Tense

I might have been	We might have been
You might have been	You might have been
He might have been	They might have been

IMPERATIVE MODE

Present Tense

SINGULAR	PLURAL
Be, *or* do you be	Be, *or* do you be

INFINITIVE MODE

Present, To be — **Present Perfect,** To have been

PARTICIPIAL MODE

Present, Being — **Present Perfect,** Having been

Name..... *Grade*.....

EXERCISE 59

Fill in the blank spaces with the proper forms of the verb "drive."

(Deduct two and one-half per cent for each error.)

PRINCIPAL PARTS—Pres., ...; Past, ...; Perf. Part., ...

ACTIVE VOICE

INDICATIVE MODE

Present Tense

SINGULAR	PLURAL
I	We .....
You	You .....
He	They .....

Present Perfect Tense

I	We .....
You	You .....
He	They .....

Past Tense

I	We .....
You	You .....
He	They .....

Past Perfect Tense

I	We .....
You	You .....
He	They .....

Future Tense

I	We .....
You	You .....
He	They .....

Future Perfect Tense

I	We .....
You	You .....
He	They .....

IMPERATIVE MODE

Present Tense

SINGULAR	PLURAL
.....	.....

[OVER]

INFINITIVE MODE

Present..... **Pres. Perf.** ....

PARTICIPIAL MODE

Present..... **Pres. Perf.** .....

Name..... *Grade*.....

EXERCISE 60

Fill in the blank spaces with the proper forms of the verb "drive."

(Deduct two and one-half per cent for each error.)

ACTIVE VOICE

SUBJUNCTIVE MODE

Present Tense

SINGULAR	PLURAL
If I	If we .....
If you	If you .....
If he	If they .....

Past Tense

If I	If we .....
If you	If you .....
If he	If they .....

Past Perfect Tense

If I	If we .....
If you	If you .....
If he	If they .....

POTENTIAL MODE

Present Tense

I	We .....
You	You .....
He	They .....

Present Perfect Tense

I	We .....
You	You .....
He	They .....

Past Tense

I	We .....
You	You .....
He	They .....

Past Perfect Tense

I	We .....
You	You .....
He	They .....

INFINITIVE MODE

Present..... **Pres. Perf.** ....

PARTICIPIAL MODE

Present..... **Pres. Perf.** .....

Name..... *Grade*.....

EXERCISE 60

Fill in the blank spaces with the proper forms of the verb "drive."

(Deduct two and one-half per cent for each error.)

ACTIVE VOICE

SUBJUNCTIVE MODE

Present Tense

SINGULAR	PLURAL
If I	If we .....
If you	If you .....
If he	If they .....

Past Tense

If I	If we .....
If you	If you .....
If he	If they .....

Past Perfect Tense

If I	If we .....
If you	If you .....
If he	If they .....

POTENTIAL MODE

Present Tense

I	We .....
You	You .....
He	They .....

Present Perfect Tense

I	We .....
You	You .....
He	They .....

Past Tense

I	We .....
You	You .....
He	They .....

Past Perfect Tense

I	We .....
You	You .....
He	They .....

LESSON XXIX

CONJUGATION OF THE VERB "SEE"

(Model of Passive Voice Conjugation)

INDICATIVE MODE

PRINCIPAL PARTS—Pres., *see;* Past, *saw;* Perf. Part., ***seen.***

Present Tense

SINGULAR	PLURAL
I am seen	We are seen
You are seen	You are seen
He is seen	They are seen

Present Perfect Tense

I have been seen	We have been seen
You have been seen	You have been seen
He has been seen	They have been seen

Past Tense

I was seen	We were seen
You were seen	You were seen
He was seen	They were seen

Past Perfect Tense

I had been seen	We had been seen
You had been seen	You had been seen
He had been seen	They had been seen

Future Tense

I shall be seen	We shall be seen
You will be seen	You will be seen
He will be seen	They will be seen

Future Perfect Tense

I shall have been seen	We shall have been seen
You will have been seen	You will have been seen
He will have been seen	They will have been seen

SUBJUNCTIVE MODE

Present Tense

SINGULAR	PLURAL
If I be seen	If we be seen
If you be seen	If you be seen
If he be seen	If they be seen

Past Tense

If I were seen	Were I seen	If we were seen
If you were seen	Were you seen	If you were seen
If he were seen	Were he seen	If they were seen

Past Perfect Tense

If I had been seen	If we had been seen
If you had been seen	If you had been seen
If he had been seen	If they had been seen

POTENTIAL MODE

Present Tense

SINGULAR	PLURAL
I may be seen	We may be seen
You may be seen	You may be seen
He may be seen	They may be seen

Present Perfect Tense

I may have been seen	We may have been seen
You may have been seen	You may have been seen
He may have been seen	They may have been seen

Past Tense

I might be seen	We might be seen
You might be seen	You might be seen
He might be seen	They might be seen

Past Perfect Tense

I might have been seen	We might have been seen
You might have been seen	You might have been seen
He might have been seen	They might have been seen

IMPERATIVE MODE

Present Tense

SINGULAR	PLURAL
Be seen, *or* be you seen	Be seen, *or* be you seen

INFINITIVE MODE

Present, To be seen — **Present Perfect,** To have been seen

PARTICIPIAL MODE

Present, Being seen — **Present Perfect,** Having been seen

LIE—LAY; SIT—SET; RISE—RAISE

These six little words are probably the most troublesome in the language, but after a careful study of the following outline you should be able to use them correctly.

First: *Lie, sit,* and *rise* are intransitive; *lay, set,* and *raise* are transitive.

Second: *Lie* and *sit* mean *rest; lay* and *set* mean *to cause to rest.*

Third: *Raise* means *to cause to rise.*

EXAMPLES

The principal parts of *lie* are:

Present	Past	Perfect Participle
lie	lay	lain

The principal parts of *lay* are:

Present	Past	Perfect Participle
lay	laid	laid

ILLUSTRATIONS

LIE	LAY
I am going to *lie* down.	I will *lay* the book where I found it.
I *lay* down yesterday.	We *laid* the money upon the table.
I *had* just *lain* down when you called.	I have *laid* the books upon the shelf.

The principal parts of *sit* are:

Present	Past	Perfect Participle
sit	sat	sat

The principal parts of *set* are:

Present	Past	Perfect Participle
set	set	set

ILLUSTRATIONS

SIT	SET
I am going to *sit* down.	Please *set* the table.
I *sat* down yesterday.	I *set* the hen yesterday.
I *have sat* here an hour.	I *have set* the table in the dining room.

The principal parts of *rise* are:

Present	Past	Perfect Participle
rise	rose	risen

The principal parts of *raise* are:

Present	Past	Perfect Participle
raise	raised	raised

ILLUSTRATIONS

RISE	RAISE
Rise from your chair, please.	*Raise* the body from the floor.
He *rose* from his chair.	They *raised* the body from the floor.
He *has risen* from his chair.	The building *has been raised.*
The river is *rising.*	They are *raising* a flag-pole.

Name..... *Grade*.....

EXERCISE 61

Fill in the blank spaces with the proper forms of the verb "drive."

(Deduct two and one-half per cent for each error.)

PRINCIPAL PARTS—Pres., ...; Past, ...; Perf. Part., ...

PASSIVE VOICE

INDICATIVE MODE

Present Tense

SINGULAR	PLURAL
I	We .....
You	You .....
He	They .....

Present Perfect Tense

I	We .....
You	You .....
He	They .....

Past Tense

I	We .....
You	You .....
He	They .....

Past Perfect Tense

I	We .....
You	You .....
He	They .....

Future Tense

I	We .....
You	You .....
He	They .....

Future Perfect Tense

I	We .....
You	You .....
He	They .....

[OVER]

IMPERATIVE MODE

Present Tense

SINGULAR	PLURAL
.....	.....

INFINITIVE MODE

Present..... **Pres. Perf.** .....

PARTICIPIAL MODE

Present..... **Pres. Perf.** .....

Name..... *Grade*.....

EXERCISE 62

Fill in the blank spaces with the proper forms of the verb "drive."

(Deduct two and one-half per cent for each error.)

PASSIVE VOICE

SUBJUNCTIVE MODE

Present Tense

SINGULAR	PLURAL
If I	If we .....
If you	If you .....
If he	If they .....

Past Tense

If I	If we .....
If you	If you .....
If he	If they .....

Past Perfect Tense

If I	If we .....
If you	If you .....
If he	If they .....

POTENTIAL MODE

Present Tense

SINGULAR	PLURAL
I	We .....
You	You .....
He	They .....

Present Perfect Tense

I	We .....
You	You .....
He	They .....

Past Tense

I	We .....
You	You .....
He	They .....

Past Perfect Tense

I	We .....
You	You .....
He	They .....

Name..... *Grade*.....

EXERCISE 63

In these sentences supply some form of the verbs *lie, lay; sit, set; learn, teach; rise, raise.* (Deduct three per cent for each error.)

1. Did the bread .....?
2. ..... the book on the table.
3. The man ..... on the chair.
4. I shall ..... down.
5. I ..... down yesterday.
6. I have ..... in bed two weeks.
7. The book ..... on the table.
8. I have ..... the book on the table.
9. The bread has .....
10. She ..... the bucket from the well.
11. She ..... her lesson.
12. She will ..... the lesson to the child.
13. ..... down.
14. I have ..... in this place two hours.
15. He has ..... the trap.
16. He ..... a poor example.
17. When will the court ..... again?
18. They are ..... posts for the fence.
19. ..... the rule on the table.
20. He told her to ..... down and she ..... down.
21. The sun is .....
22. The hen is ..... on her eggs.
23. He told her to ..... the child down.
24. She ..... the table.
25. ..... by your money for a "rainy day."
26. Did you ..... the money?
27. Each one in favor of this motion ..... his right hand.
28. Do you think the river will .....?
29. The teacher will ..... her subject so that she may ..... the pupils.
30. He could not ..... me anything.
31. The ..... in stock was not expected.
32. ..... the table.

LESSON XXX

THE SENTENCE

We have learned in the first lesson that sentences are classified with respect to use into *declarative, interrogative, imperative,* and *exclamatory* sentences; that every sentence has a *subject* and a *predicate,* and that the simple subject and predicate may have *modifiers.* We have now to consider a further classification of sentences and the kinds of modifiers or elements.

Kinds of Modifiers

Modifiers may be single words, phrases, or clauses; as, "A *good* man." "A man *of wealth.*" "A man *that is honest* will succeed."

PHRASES

A phrase is a group of related words having the construction of a noun, an adjective or an adverb, but not expressing a complete thought. Phrases may be:

Prepositional; as, "A bird *in the hand* is worth two *in the bush.*"

Infinitive; as, "Good *to forgive,* best *to forget.*"

Participial; as, "Truth, *crushed to earth,* shall rise again."

The infinitive and participial phrases have already been described under the verb.

Prepositional phrases may be:

Adjective; as, "The door *of the house* is open."

Adverbial; as, "Tigers roam *through the jungles.*"

CLAUSES

Clauses, like phrases, may have the construction of a noun, an adjective, or an adverb.

Noun clause; as, *"How the accident occurred,* is not known." "They think *that the club will disband soon.*"

Adjective clause; as, "Our bachelor uncle, *who lives with us,* is a genial man." "Blessed are they *that dwell in thy house.*"

Adverbial clause; as, "Flowers bloom *when spring comes.*" "Go *where glory waits thee.*"

Construction of Noun Clauses

A noun clause may be used as the subject of a sentence, as the predicate, as the object of a transitive verb or of a preposition, or in apposition with a noun or pronoun.

Subject; as, *"That he was guilty* was evident."

Predicate; as, "The motto of the shorthand student should be: *'Practice makes perfect.'"*

Object of transitive verb; as, "Then he had turned away and said, *'I will not wake him.'"*

Object of preposition; as, "We were talking about *who won the contest."*

In apposition; as, "The story *that we have moved* is true."

Classes of Sentence as to Form

As to form, sentences may be **simple, complex or compound.**

A **simple sentence** expresses a single thought. A simple sentence may have a compound subject or a compound predicate. Examples: "Order is Heaven's first law." "Boys and girls run and play."

A **complex sentence** is a sentence containing a clause; as, "Things are not what they seem." "We build the ladder by which we rise."

A **compound sentence** is a sentence containing two or more simple or complex sentences joined by one or more coordinate connectives; as, "Art is long, and time is fleeting." "They that were first shall be last, and the last shall be first."

Name..... *Grade*.....

EXERCISE 64

Write sentences containing an infinitive phrase used as the subject; as the predicate; as an object; as an adjective; as an adverb.

Write sentences containing a prepositional phrase used as an adjective; as an adverb.

Write sentences containing a noun clause used as the subject; as the predicate; as the object of a transitive verb; as the object of a preposition; in apposition.

Write a sentence containing an adjective clause and one containing an adverbial clause.

Write a simple sentence.

Write three complex sentences.

Write two compound sentences.

(Deduct five per cent for each error.)

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

6. .....

.....

7. .....

.....

[OVER]

8. .....

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9. .....

.....

10. .....

.....

11. .....

.....

12. .....

.....

13. .....

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14. .....

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15. .....

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16. .....

.....

17. .....

.....

18. .....

.....

19. .....

.....

20. .....

.....

Name..... *Grade*.....

EXERCISE 65

Draw one line under the prepositional phrases, two lines under the infinitive phrases, and three lines under the participial phrases in the following sentences:

(Deduct five per cent for each error.)

1. The walk in the fields was pleasant.
2. The merchant, having made a fortune, retired from business.
3. The man spoke with great effect.
4. A river with many branches waters the land.
5. The invading army rushed into the town at daybreak.
6. Virginia the martyr was the daughter of Virginius the soldier.
7. The temple of the Jews at Jerusalem was first built by King Solomon.
8. My friend attended school at Yale during the last year.
9. King Canute sat by the seaside.
10. To deceive in the means is to be ashamed in the end.
11. Cæsar, having crossed the Rubicon, hastened to reach Rome.
12. To act is to live.
13. We learn to do by doing.

Name..... *Grade*.....

EXERCISE 66

Draw one line under the adjective clauses, two lines under the adverbial clauses, and three lines under the noun clauses in the following sentences:

(Deduct ten per cent for each error.)

1. That he was a tyrant was generally admitted.
2. His cry was, "I die for my country!"
3. I did not know what the matter was.
4. He told me that his brother had gone to the city.
5. The book that I read is on the table.
6. I shall go when you return.
7. If you stand by me, I will oppose him.
8. He worked very hard, for he wished to do well.
9. Webster was a man whom the country will remember with pride.
10. Read books that impart information.

Applied
Business Punctuation

By

Hubert A. Hagar

PUNCTUATION

INTRODUCTION

Punctuation is the use of different characters to separate words, elements, and sentences in such a way as to help to convey to the reader the exact thought of the writer.

Every one who reads and writes English, or any other language, has some knowledge of punctuation. Many persons punctuate well without ever having made any systematic study of the subject. In fact, comparatively few make a study of punctuation. To study literature is to study punctuation. Everything one reads or writes is a study in punctuation, for in order to either read or write understandingly a definite regard must be given to the marks that bring out the different shades of meaning. Conversely, a study of punctuation is a study of language, of the balance and value of words and their relation to each other. The understanding of the ideas intended to be conveyed by the words used is the basis for good punctuation, for one cannot punctuate what he does not understand.

Any one who has formed a habit of accurate reading, even if his reading has been somewhat limited, should be able to punctuate fairly well. If, on the other hand, his reading has been slip-shod, his punctuation is apt to partake of that characteristic. A careful observation of the punctuation in one chapter of a well-written book, or in an editorial from a high-grade newspaper or magazine, will result in a grasping of the principles of the subject—for there are general underlying principles.

People are apt to excuse faults in their punctuation by the statement that "no two punctuate exactly alike." True, in a long article punctuated by different persons there would usually be some difference, owing to the fact that they would not gather exactly the same ideas or see the same relations, and this difference in understanding would be shown by a difference in their punctuation.

Many persons attempt to make a distinction between "literary punctuation" and "commercial punctuation." There is a difference between the commonly-termed "literary style" and the "commercial style" of *composition*, but not of punctuation. General literature commonly employs longer sentences than commercial composition, and this explains any difference in punctuation. If it were customary to deal with long sentences in commercial work, then more punctuation would be required. The principles of punctuation are always the same, the difference being in the composition.

It would be an easy matter when studying punctuation to stray unwittingly into the realm of composition, for good punctuation presupposes good composition. One writer says, "It is vain to propose, by arbitrary punctuation, to amend the defects of a sentence, to correct its ambiguity, or to prevent its confusion." Nevertheless, an intelligent use of punctuation marks will often help to unlock the imprisoned thought in involved or poorly-constructed sentences.

As is the case with the stenographer, it is sometimes necessary to transcribe and punctuate the words of another. While in some instances the stenographer is at liberty to "edit" what he transcribes, ordinarily he is supposed to make few, if any, changes in wording or arrangement. Then the problem is often how to punctuate so as, in some degree, to compensate for faulty construction, and the efficient stenographer recognizes this as being within his province.

The punctuation marks we shall consider are the Period (.), Interrogation point (?), Exclamation point (!), Colon (:), Semicolon (;), Comma (,), Dash (—), Parentheses ( ), Brackets [ ], and Quotation marks (" ").

The lessons that are to be punctuated by the student are important. Their marking will serve as a visible proof of his understanding of the work gone over.*

*J. Clifford Kennedy, Punctuation Simplified.

LESSON XXXI

THE PERIOD

1. When the Period Should Be Used

The period should be used at the end of a complete declarative or imperative sentence, after initials, usually after abbreviations, to separate hours from minutes, whole numbers from their decimal fractions, after Arabic numerals used to number a list of subjects, paragraphs or parts of paragraphs, after sideheads placed at the beginning of paragraphs, after titles when followed by the name and author, and after the address and signature of letters; as,

1. We received your telegram this morning.
2. Please send us one dozen noiseless erasers.
3. J. G. Whittier, J. G. Holland.
4. Mr., Esq., M. D., G. F. A., C. O. D., f. o. b., inst., viz., i. e., et al., etc.
5. Train arrives at 7.30 a.m. and leaves at 7.40 a.m.
6. $4.80, 4.006.
7. HISTORY
   1. The Colonial Period
   2. The Confederation
   3. The Constitutional Period
8. **Break-down Test.**—This test was made for break-down at a potential of 2,000 volts.
9. Classified Commercial Correspondence.—*Carolyn H. Locke.*
10. Baltimore, Md., May 19, 1909

    Carter Publishing Company,
    85 Wabash Avenue,
    Chicago, Illinois.

2. When the Period Should Not Be Used

The period should not be used after headings of chapters, subheadings, running titles, Roman numerals, items in tabulated matter, contractions, abbreviations that have come to be words in themselves, nicknames, 1st, 2d, 3d, etc., and after displayed lines on title pages; as,

1. Chapter III, Third Lesson, Mortgage Deed
2. Rules for forming plurals of nouns
3. Louis IX, Book III
4. Please ship via S. P. R. R. the following:
   20 bbl. Cream Meal
   5 bbl. Family Flour
   50 lb. Rice
   100 lb. Sugar.

5. Sec'y, Ass'n, Feb'y
6. ad, per cent
7. Ben, Sam, Dick, Bess
8. 4th, 22d, 23d
9. HIS OWN PEOPLE
   by
   BOOTH TARKINGTON
   New York
   Doubleday, Page & Co.
   1907

Name..... *Grade*.....

EXERCISE 67

Insert the periods in the following:

(Deduct two per cent for each error.)

1 It was 6 per cent of the gross earnings

2 He bought 10 lb, 6 oz of sugar

3 It is 10 30 a m and he will be here at 12 m

4 I shall call to see you on the 10th inst

5 The G P T A and the A G F A attended the convention

6 Ind, Jan, State St, Messrs, etc, inst, ult, prox

7 Tom Brown, Fred Jones, Jno Smith, and Jos Thomas were classmates at Yale College

8 Beginnings of Rhetoric and Composition—*A S Hill*

9 Chapter II, Classification of Nouns

10

830 Michigan ave,
St Louis, Mo, Jan 1, 1909

Ginn & Co, Publishers,
Studebaker Bldg,
Chicago

Gentlemen:

When may I expect the shipment of books that I ordered on the 25th ult?
I hope to hear from you soon

Yours truly,
Wm T James,
Pres

LESSON XXXII

THE INTERROGATION POINT

1. Direct Questions

The interrogation point marks the end of a direct question; that is, a question that requires an answer; as,

1. Are these the best apples that you have?
2. What price would you ask us a dozen?
3. Why ask the teacher or some classmate to solve that hard problem?

2. Indirect Questions

The interrogation point should not be used after an indirect question; that is, one that does not require an answer; as,

1. He asked me if I would call at his office to-morrow.
2. The question, Will I, is seldom used.
3. He was asked the question, Who goes there, but received no answer.

3. Sentences Partly Interrogative

The interrogation point should be used after a question occurring within a declarative or imperative sentence; as,

1. "What have you to say?" he demanded.
2. "Is he not able to pay the money?" asked Portia.
3. Can we trust him?—knowing that he has twice refused to pay for goods bought of us, and that at present his financial standing is not the best.

4. Series of Questions

The interrogation point is placed after each separate question in a compound interrogative sentence; as,

1. Can the property be exchanged for Lake Forest acres? or can it be exchanged at all?
2. Has the company made any report on this item yet? and will you kindly advise us over what road you returned it?
3. Was the bruise in the flesh? or did it extend to the bone? Was it on the heel? or on the toes? or on the instep?

Observation.—When the sentences are complete in themselves, each should begin with a capital letter.

5. Questions Not Complete until End of Sentence

When a sentence is not complete until the end of the sentence is reached, the interrogation point is placed at the end of the sentence; as,

1. Which do you prefer, the brown or the green binding?
2. Which order shall I ship first, the books or the furniture?
3. When shall we come, to-day or to-morrow?

THE EXCLAMATION POINT

1. Interjections and Exclamatory Expressions

The exclamation point is placed after exclamatory expressions that indicate emotion, and after interjections when they express strong emotion; but if the emotion expressed belongs to the whole sentence, the point of exclamation is placed after the entire expression rather than after the interjection; as,

1. Wait! you are angry, and you are forgetting yourself.
2. Oh, stop that! you are ill-mannered.
3. O wise young judge, how I do honor you!

2. Exclamatory Sentences in the Form of Questions

The exclamation point is placed after sentences that are interrogative in form but exclamatory in spirit; as,

1. But what awak'st thou in the heart, O spring!
2. Oh, where can rest be found!

Observation.—When words are required to complete the thought the first word following the exclamation point does not begin with a capital letter.

3. O and Oh

The vocative "O" is properly prefixed to an expression in a direct address and is sometimes followed by a comma, but should never be immediately followed by an exclamation point. "Oh" is used to express surprise, delight, fear, grief, pain, or aspiration, and may be followed by either a comma or an exclamation point; as,

1. O my countrymen!
2. O, stay! (Indicates a wish.)
3. O John! come here.
4. Oh! where did you see him?
5. Oh, how glad I am to see you!
6. Oh, what a tangled web we weave
   When first we practice to deceive!—*Scott.*
7. Now she is in her grave, and oh!
   The difference to me!—*Wordsworth.*

4. Repetition of Exclamation Point

The exclamation point is most effective when used sparingly. It is, however, sometimes repeated for emphasis; as,

1. Fire! Fire!! Fire!!!
2. Ha, ha, ha! Tell that again!
3. "Farewell!" she sobbed, "farewell! farewell! farewell!"

Name..... *Grade*.....

EXERCISE 68

Insert the periods, interrogation points, and exclamation points in the following: (Deduct two per cent for each error.)

1 Will you kindly endeavor to effect a settlement through your department

2 The only question is, How should these laws be modified or extended to best meet American conditions

3 If you are still looking for advancement, will you kindly send me a formal application stating your experience and qualifications

4 Shall we do this work or shall we return the curtains to you for repairs

5 Which do you prefer, the money or the books

6 Two-thirds of all the wholesale grocers in the United States are subscribers to the "Commercial," but we want all

7 "Pray, what is that" inquired the prince

8 "How was that, Jim" I asked

9 "Well, who knows anything about it" he questioned

10 What's become of Jim Brown of Jack Winters of all the boys

11 You how dare you come back

12 Help help will no one try to rescue him

13 Have you studied Lesson VII

14 I think it is proper, don't you, that some action should be taken

15 A Daniel come to judgment

16 O wise young judge, how I do honor you

17 How much elder are you than your looks

18 War the world's had war enough

19 "Is he not able to pay the money" asked Portia

20 But does any one speak with serious disparagement of the young Ferdinands of our elder friend of Billikens and Squire Purdy

21 And is not this boy nature and human, too and do we not wish a house on fire not to be out until we see it

22 Indeed, what is there that does not appear marvelous when it comes to our knowledge for the first time How many things, too, are looked upon as quite impossible until they have been actually effected—*Pliny*

23 You know who critics are—the men who have failed in literature and art—*Disraeli*

24 If I were an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my arms,—never never never—*Pitt*

25 There, sir, an attack upon my language What do you think of that An aspersion upon my parts of speech—*Sheridan*

26 O, sir, I must not tell my age

Name..... *Grade*.....

EXERCISE 69

Insert the periods and interrogation points in the following letter:

(Deduct three per cent for each error.)

Chicago, Ill, May 17, 1909

Mr Ben Miller, Pres,

Union Steel Co,

Indianapolis, Ind

Dear Sir:

In answer to yours of the 15th inst, would say that your shipment left Chicago, Tuesday, Jan 5, at two p m via the C C & St L R R The shipment went C O D We are in position to offer you the following easy terms, if desired; viz:

15 per cent if paid in 10 days

10 " " " " " 30 "

5 " " " " " 60 "

In regard to the table oilcloth, we can make you a price on the No 2 of $160 per yard, net; i e, if you are in position to pay cash with order

When shall I ship No 3 linoleum or do you wish us to hold it until the No 4 is ready Will you kindly let us know if the terms are satisfactory

Yours respectfully,

Theo M Scott & Co,

Theo M Scott,

Pres

LESSON XXXIII

THE SEMICOLON

1. Members of a Compound Sentence

The semicolon is used to separate short members of compound sentences, or when the members have very slight connection; as,

1. Send the best goods obtainable; spare no expense on them.
2. The general prosperity can be seen on every hand; the farmers were never so well off; manufacturers are far behind in their orders; mercantile business is unusually large; while the railroads are blockaded with freight and are complaining of a shortage of freight cars.
3. There is an absence of intellectuality; the work of copyists everywhere abounds.

2. Expressions in a Series

The semicolon is used to separate expressions in a series, dependent upon an introductory or a final clause; as,

1. We can supply you with a ledger containing 1000 pages, divided as follows: 650 pages, with two accounts or divisions; 125 pages, three divisions; 225 pages, six divisions.
2. H. H. Hatch, being duly sworn, says that he is the defendant herein; that he has read the foregoing complaint, and knows the contents thereof; that the same is true according to his own knowledge, etc.
3. If we think of glory in the field; of wisdom in the cabinet; of the purest patriotism; of morals without a stain—the august figure of Washington presents itself as the personification of all these ideas.

3. Semicolon before "But," "Otherwise," "Also," "Therefore"

Many clauses introduced by such words as "but," "otherwise," "also," "therefore," and "for," denoting contrast, reference, or explanation, should be preceded by a semicolon; as,

1. There will be no extra charge for these goods; but for all future deliveries an additional charge of 40 cents a thousand will be made.
2. If you cannot use these goods at this price, you are at liberty to return them to us and we will credit your account; otherwise, kindly send us check for the amount deducted.
3. The study of grammar is very beneficial to the stenographer; for it helps him to detect his errors in speaking and writing.

4. Members of a Compound Sentence Punctuated with Commas

The semicolon is placed between the members of a compound sentence when the members themselves are subdivided by commas; as,

1. The car of oats goes forward to-morrow; the car of corn, Saturday.
2. He went back, after considerable delay, and hunted for it; but it had been picked up in the meantime.

3. Yet here were thousands upon thousands of pictures, painted with laborious art, and these in turn selected from other thousands; and not ten really great paintings amongst them all upon which three out of five persons could agree.

5. Semicolon before "Viz.," I. e.," "E. g.," "Namely," "To-wit," "As," etc.

Such expressions as "viz.," "i. e.," "e. g.," "namely," "to-wit," "as," etc., are usually preceded by a semicolon and followed by a comma when used to introduce an example or an illustration; as,

1. I have three requests to make of you; namely, be punctual in getting to the office; finish your work each day; and treat office matters as confidential.
2. Oliver P. Morton was Indiana's war governor; i. e., he was governor during the Civil War.

THE COLON

1. Formal Introduction to an Enumeration of Items or Particulars

The colon is used after a formal introduction to an enumeration of items or particulars; as,

1. We are to-day shipping you the following:
   100 bu. Potatoes
   25 bbl. Apples
   10 bbl. Flour.
2. Chicago is divided into three divisions: the West side, the South side, and the North side.
3. I cannot do that for two reasons: first, I am not a member of the state committee, and am therefore not eligible; second, Chairman Smith is a more experienced man than I am.

2. Before Quotations

A colon is used after a formal introduction to a quotation; as,

1. We confirm our telegram of even date, as follows:
   "Materials higher. Make limited sales to-day."
2. The President writes us from New York: "There has never been such an increase in traffic as during the past thirty days."
3. We quote the following from Gray's "Elegy":
   "The curfew tolls the knell of parting day."

3. Compound Sentences

The colon is used between the members of compound sentences when those members are not closely connected, or when the members are subdivided by semicolons; as,

1. We do not handle this quality of goods: we cannot afford to run the risk of injuring our reputation as dealers in high-class articles.

2. If you cannot make use of the ten pair of shoes shipped you yesterday, return them at our expense; or if you can dispose of them, we will make them to you at $2.00 a pair net: but do not feel under any obligations to keep them, as we shall be glad to refill the order.
3. We have this comfort: we have company.
4. Small debts are like small shot; they rattle on every side, and can scarcely be escaped without a wound: great debts are like cannon; of loud noise, but little danger.—*Johnson.*

4. Introduction to a Statement or Proposition

A colon is frequently used after a formal introduction to a statement or a proposition; as,

1. Referring again to the matters of your past due account: we are somewhat surprised that we have not heard from you, etc.
2. It happens as with cages: the birds without despair of getting in, and those within despair of getting out.—*Montaigne.*

5. Salutation of Letters

The colon is placed after the salutation of letters; as,

Dear Sir:
Dear Sirs:
My dear Friend:

Name..... *Grade*.....

EXERCISE 70

Insert the periods, interrogation points, exclamation points, semicolons, and colons in the following: (Deduct two per cent for each error.)

1 We mail you new catalog showing the cultivators, as you requested also some of our new Texas cultivators

2 We insist on receiving your check for the full amount now due us by the 15th inst otherwise, we shall place this account in the hands of our attorneys for collection

3 Of course, there may be exceptions, as in the case of Mr L Longman but if so, we prefer to have you make the conditions in writing

4 In answer to your advertisement No 913 Tribune we have known of your property No 9671 Woodlawn Ave for some time

5 This will probably be ample recommendation as to our responsibility however, we would request that you have your banker look up our standing

6 Our commission with your firm has expired nevertheless, appreciating the courtesy shown us by you in securing orders for our product, we are pleased to continue a slight acknowledgment to you, as follows

7 I am in a position to offer you the property at a very low figure viz, $500 yearly for five years, and the rest on the sixth year

8 We are unable to pay your bill for the following reason Mr Brown, our partner, is out of the city

9 Specifications are All parts to be planed two sides inside measurement of the box to be 12x12x11″ after dressing, the thickness of the head to be ⅞″, and of the remainder ½″

10 We want two quotations First, for the sides and ends in one piece, tops and bottoms in two pieces, tongued and grooved where they are pieced Second, all the parts in one piece

11 If a note is lost or stolen, it does not release the maker he must pay it, if the consideration for which it was given and the amount can be proved

12 Since talking with Mr Smith, I have been promoted to the superintendent's office also, I have received quite an advance in salary

13 I found three kinds namely, violets, anemones, and hepaticas

14 You may have the position i e, if you wish to accept my terms

Name..... *Grade*.....

EXERCISE 71

Insert the periods, interrogation points, exclamation points, semicolons, and colons in the following: (Deduct two per cent for each error.)

1 No iron chain, nor outward force of any kind, could ever compel the soul of man to believe or disbelieve it is his own indefeasible right, that judgment of his he will reign and believe by the grace of God alone—*Carlyle*

2 Wise men say that there are three sorts of persons who are wholly deprived of judgment—they who are ambitious of preferment in the courts of princes they who make use of poison to show their skill in curing it and they who intrust women with their secrets

3 Wherever literature consoles sorrow or assuages pain wherever it brings gladness to the eyes which fail with wakefulness and tears, and ache for the dark house and the long sleep,—there is exhibited in its noblest form the immortal influence of Athens—*Macaulay*

4 He said that in his whole life he most repented of three things one was that he had trusted a secret to a woman another, that he went by water when he might have gone by land the third, that he remained one whole day without doing any business of moment—*Plutarch*

5 The poorest man may in his cottage bid defiance to all the force of the crown It may be frail its roof may shake the wind may blow through it the storms may enter the rain may enter,—but the king of England cannot enter—*Pitt*

6 A man ought to read just as inclination leads him for what he reads as a task will do him little good—*Johnson*

7 Sherry is dull, naturally dull but it must have taken him a great deal of pains to become what we now see him—*Johnson*

8 I am a great friend to public amusements for they keep people from vice—*Johnson*

9 A cow is a very good animal in the field but we turn her out of the garden—*Johnson*

10 Mr Kremlin was distinguished for ignorance for he had only one idea, and that was wrong—*Disraeli*

11 Knowledge is of two kinds we know a subject ourselves, or we know where we can find information upon it—*Johnson*

12 After dinner, he went to the office later, to the theater

13 My persistent, though deferential inquiries elicited from her, in a wavering voice, that she had not previously possessed the governor's acquaintance that her entreaties had evoked only the governor's wrathful orders to depart from the province on pain of sharing her father's fate and that La Chatre had refused to allow her even to see her father in his dungeon in the Chateau of Fleurier

14 All of the executive committee were there Mr James of Philadelphia, Mr Williams of Newark, and Mr Wright of Trenton

15 Discontent is the want of self-reliance it is infirmity of will—*Emerson*

16 I was born an American I will live an American I shall die an American—*Webster*

[OVER]

17 When a man is tired of London, he is tired of life for there is in London all that life can afford—*Johnson*

18 Talent is that which is in a man's power genius is that in whose power a man is—*Lowell*

19 There is no mistake there has been no mistake and there shall be no mistake—*Wellington*

20 Sentimentally, I am disposed to harmony but organically, I am incapable of a tune—*Lamb*

LESSON XXXIV

THE COMMA

1. Elements in a Series

The comma should take the place of the conjunction between words or phrases used in the same construction; as,

1. It is all good land, fenced with stone, rails, hedge, and wire.
2. It is all good land, fenced with stone, rails, hedge and wire.
3. It is all good land fenced with rails, hedge, post and wire.
4. It is all good land, fenced with hedge, and post and wire.
5. Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.—*Webster.*
6. With malice towards none, with charity for all, with firmness in the right as God gives us to see the right.—*Lincoln.*

Observation.—Careful writers use the comma before the conjunction, unless the last two members of the series have only the force of any one of the other members.

Observation.—When adjectives that precede the object modify other words as well as the object, commas should not be used; as,

That beautiful young lady is the president's daughter. In this example "young" modifies "lady," "beautiful" modifies "young lady," and "that" modifies "beautiful young lady."

2. Intermediate Expressions

Intermediate, explanatory, or parenthetical expressions should usually be separated from the rest of the sentence by commas; as,

1. We take pleasure in sending you to-day, by your order, inclosed invoice of goods.
2. The goods, which were extremely unsatisfactory, were returned.
3. I had, on the contrary, decided to employ him.
4. Your attention is called to a claim of $100.00, besides interest, against you, in favor of John A. Carter, placed with me for collection.
5. J. W. Mathers, being duly sworn and examined, testified as follows: etc.
6. Free trade, one of the greatest blessings which a government can confer on a people, is in almost every country unpopular.—*Macaulay.*

3. Introductory Expressions

A comma is usually placed after words or expressions used by way of introduction; as,

1. Answering your letter of the 4th inst., the terms you quote are satisfactory.
2. Please Take Notice, that H. C. Bell of Marshall, Ill., is the attorney for the defendant in this action.
3. In response to your inquiry in regard to the action taken under the clause of the fortifications act of March 1, 1901, regarding the Isham high-explosive shell, I have to say, etc.
4. Sir, I would rather be right than be president.—*Clay.*

4. Elements Out of Their Natural Order

A word, phrase, or clause that occupies any other than its natural place in a sentence is out of its natural order and should be separated from the rest of the sentence by a comma; as,

1. If your order reaches us by to-morrow, the 15th inst., we can mail you the goods without delay.
2. As evidence of our low prices and square dealing, we submit to you the following facts and figures, etc.
3. When a man assumes a public trust, he should consider himself as public property. —*Jefferson.*
4. Where law ends, tyranny begins.—*Pitt.*

5. Contrasted Expressions

Contrasted expressions should be separated from each other by a comma; as,

1. It is a condition which confronts us, not a theory.
2. You may go, I shall remain here.
3. It appears to me that in some of these published claims they have misrepresented, or that they are fools in not accepting a present of one hundred dollars.

6. Short Quotations

The comma is used after informal introductions to short quotations; as,

1. We sent you telegram, "Buy 1000 bu. No. 2 wheat," which we now confirm.
2. The position of the defendant is simply, "I admit everything that is in the complaint."
3. He heard a voice from the distance hallooing, "Rip Van Winkle, Rip Van Winkle."—*Irving.*

7. Appositive Terms

Expressions in apposition should be separated from the rest of the sentence by commas; as,

1. Your orator, Hiram Harper, respectfully shows unto your Honor that on or about, etc.
2. I, William A. Cummings, to whom it was referred by an order of this Court to hear, etc.
3. We, the people of the United States, are lovers of republicanism.

Observation.—This rule is really covered by the rule for intermediate and explanatory expressions.

8. Correlative Clauses

The comma should separate two correlative clauses when the conjunction is omitted; as,

1. The sooner you get to work on the building, the sooner you will get your money.
2. The deeper the well, the cooler the water.

9. Restrictive and Non-Restrictive Clauses

A comma should be used before an explanatory clause, or before one that presents an additional thought; when, however, the clause is restrictive in sense the comma should not be used; as,

1. All orders that reach us before the first of the month will be filled immediately.
2. We find that Alexander Boss, who is under bond by you, has failed to account for a large sum of money received by him and belonging to us.
3. I desire to get a position where there is a good opportunity for advancement.
4. I have had four years' experience in the general office of the Burlington railroad, where I handled a large amount of correspondence.
5. A man that is good for making excuses is good for nothing else.
6. The copy of Longfellow's poems, which I bought several years ago, has not yet been read.

Observation.—Where there are several antecedents, however, before the restrictive relative clause, or where other words intervene between the antecedent and the clause, the comma should be used; as,

1. I have apples, peaches, and plums, that are superior to any to be found on the market.
2. No one could have been chosen, that would have been more suitable.

10. Omissions

Commas should be used to indicate *important* omissions; as,

1. Chicago, Ill., May 18, 1909.
2. Enclosed find check for $100, amount of our account in full.
3. We will sell you these goods at 9½ cents, one per cent off, thirty days.
4. After dinner, he went to the office; later, to the theater.

11. Compound Sentences

The members of short compound sentences, when closely connected in thought, are often separated by commas if the conjunction is omitted. Where the conjunction is used the comma is usually not necessary, except in very long sentences or where the members are contrasted; as,

1. The wheat market is on the decline to-day and we look for still lower prices to-morrow.
2. It is not only good, it is the very best.
3. Yes, it is true, I shall go.
4. Perhaps it is just as well that the public should be shut off from a complete understanding of the points at issue, and a standing settlement by the commission ought to prove more nearly final than a compromise between the disputants.

12. Subject and Predicate

The subject is often separated from the predicate by a comma; as,

1. Whatever he says, goes.
2. The air, the earth, the water, teem with life.
3. The country that Hudson had discovered, possessed a good harbor.

13. Ambiguity

The comma is often used to prevent ambiguity; as,

1. We enclose your letter of Dec. 7, which was missent.
2. We quote you $5.00 per ton for your wood, subject to your immediate acceptance by wire.
3. The prisoner, said the witness, was a convicted thief.

14. Figures

With the exception of dates, figures should be separated by commas into periods of three orders each; as,

1. $3,345.
2. 645,346,252.

15. General Rule

Use a comma to indicate a slight interruption in the grammatical construction of a sentence, where no other mark is applicable; as,

1. The steamer went aground during a dense fog, the tide having been on the ebb for about half an hour.
2. It was expected that the boat would not withstand the severe strain caused by the receding tide, and would go to pieces.

Name..... *Grade*.....

EXERCISE 72

Insert the commas in the following:

(Deduct two per cent for each error.)

1. The death roll from typhoid at Ithaca continues to lengthen and the people there begin to realize the fact that an epidemic of this character cannot be wiped out in a week or a month.
2. Wherefore the plaintiff demands judgment for $1000.00.
3. Referring to your favor we hand you herewith bill for rent on your house and lot $40.00.
4. In reply to yours of recent date would say that we cannot accept your terms.
5. I have no doubt therefore that you can secure his order.
6. The verdict as a matter of course was that he was guilty.
7. After having spent years in accumulating it his fortune was gone in a day.
8. We shall be pleased to have your quotations on wheat from time to time as may suit your convenience and perhaps may be able to do some business with you.
9. If you make this statement to all who sign the contracts will not be worth much.
10. We have just received an order for ten chair cars four cafe cars and two postal and baggage cars.
11. If you feel like taking the note and giving me credit all right; if not return it to me and oblige Yours truly
12. I went with him to Chicago where I left him.
13. He left the City of New York where he was doing well.
14. Mr. Haws the junior member of our firm spent several months in Europe last fall.
15. Mr. C. L. Wilson our traveling salesman will be in your city on Friday the 10th inst.
16. We wired you yesterday "Sold 100 shares Erie" and now confirm same.
17. It is simply my desire not my command that this shall be done.
18. We are sorry there has been any misunderstanding in the matter and hope that you will be able to see your way out of it without any loss.
19. We are anxious to accommodate Mr. Cook if it can be done consistently with your rules under the present condition of affairs.
20. The relation of the Transvaal cars to which reference is made may be explained etc.
21. Your present favor inclosing complaint prepared by you in your case at Tallahassee has been received.
22. For your own and Dr. Wright's information concerning the subsequent course after the operation at which you assisted I am inclosing herewith a carbon copy of Miss Eleanor Shaw's case record the record being more elaborate than usual because of the complex and multiple lesions which required to be remedied to obtain the good result now secured.
23. We of course can furnish you any quantity you wish—say 200 sets—at the price he named f. o. b. cars here.

[OVER]

24. Gentlemen:

    We are in receipt of credit memorandum from South Omaha for $1.00 allowance which they are making your branch for account of F. M. Beardsley and which amount we are placing to your credit on the supposition that you desire the amount for Mr. Beardsley.

25. After carefully considering your proposition of the 1st we have come to the conclusion that we cannot accept your terms.

26. Coal iron steel and oil have increased in value.

27. We can furnish you wool blankets in white black and white black and red scarlet grey cardinal and fancy plaid.

28. The plaintiff under such circumstances would not be bound to appear at this time.

29. The Lobe-Cutter Lumber Company plaintiff in the above-entitled action by Carter and Jones its attorneys for complaint against the above-named defendants alleges: etc.

30. J. M. Scott being duly sworn says that he is the attorney for the plaintiff in this action.

31. During the first year of our business we have enjoyed a good trade.

32. We have taken this matter up with Mr. Story who writes us that he will wait until you receive the steel from Scotland.

33. This insurance was written as you know upon the application of Mr. John Smith who is at present employed in our New York office.

34. For over two years the two that were left were not used and then in 1906 they were sold.

Name..... *Grade*.....

EXERCISE 73

Insert the commas in the following:

(Deduct two per cent for each error.)

1. Garfield the second martyred president was born in Ohio.
2. Puritanism believing itself quick with the seed of religious liberty laid without knowing it the egg of democracy.—*Lowell.*
3. If you do only cheap things you will be a cheap man.
4. In the acquirement of shorthand skill a good style of longhand is a great advantage.
5. As an object of primary importance promote the general diffusion of knowledge.
6. In fact he declared it was of no use to work on his farm.
7. In my judgment the tariff on anthracite coal should be removed and anthracite put actually where it now is nominally on the free list.
8. On entering the Amphitheatre new objects of wonder presented themselves.
9. The public library is of immense value to all our pupils especially to the poor child that can attend school but a few years.
10. To the pure all things are pure.
11. To the unknown men that lost their lives in the Spanish-American War many monuments have been dedicated.
12. "Sweet smiling village loveliest of the lawn
    Thy sports are fled and all thy charms withdrawn."
13. Young man young man what are you learning to do well?
14. I too regret that the mistake occurred.
15. Roughly speaking there are three theories of government which may be respectively designated as paternalism individualism and fraternalism.
16. The true strong and sound mind is the mind that can embrace equally great things and small.—*Johnson.*
17. We mutually pledge to each other our lives our fortunes and our most sacred honor. —*Jefferson.*
18. As Cæsar was going to the senate house he saluted the seer saying "Well the Ides of March have come." But the seer mildly replied "Yes they are come but they are not yet gone."
19. John there is some one at the door.
20. Principle is ever my motto not expediency.—*Disraeli.*
21. It is true and there is no help for it.
22. It is I not he.
23. It is right not wrong.
24. Be temperate in youth or you will have to abstain in old age.
25. Uneasy lies the head that wears a crown.
26. The exploits of Mercury himself the god of cunning may be easily imagined to surpass everything achieved by profaner hands.
27. Homer the greatest poet of antiquity is said to have been blind.
28. Presents I often say endear absents.—*Lamb.*

[OVER]

29. For thy sake tobacco I would do anything but die.—*Lamb.*
30. His children too were as ragged and wild as if they belonged to nobody.
31. Glass bends easily when it is hot.
32. The lever that moves the world of mind is emphatically the printing press.
33. Columbus was sent to the University of Padua where he acquired such knowledge as was then taught.
34. Clever men are good but they are not the best.
35. His cow would either go astray or she would get among the cabbages.
36. That a peculiar state of the mere particles of the brain should be followed by a change of the state of the sentient mind is truly wonderful.
37. Whatever is is right.
38. The college the clergy the lawyers were all against me.
39. Morning is the best time to study my son.
40. France and Germany together have a population of 100000000 in round numbers against our probable 85000000 and State Forests of 14500000 acres against our 160000000 acres of National Forests; but France and Germany spend on their forests $11000000 a year and get from them in net returns $30000000 a year while the United States spent on the National Forests last year $1400000 and secured a net return of less than $130000.
41. His wife kept continually dinning in his ears about his idleness his carelessness and the ruin he was bringing on his family.—*Irving.*
42. Reading maketh a full man; conference a ready man; writing an exact man.
43. Histories make wise men; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend.—*Bacon.*
44. Whoever operates a motor cycle or automobile upon any highway or private way laid out under authority of the law recklessly or while under the influence of intoxicants shall be punished etc.

LESSON XXXV

THE DASH

1. Change in the Construction or the Sentiment

The dash is used to indicate an unexpected break in the thought or grammatical construction, or to show hesitation on the part of the speaker. If this broken part of the sentence is followed by the taking up of the thought preceding the interruption, then a dash is used to indicate its completion as well as its beginning; as,

1. The owner of the lot became tired of it—wanted to use his money on the Board of Trade—it was his own proposition that he sell it at this low price.
2. Stenographers are not the only persons who are not quite so careful—no, perhaps it would be better to say thoughtful—as they should be.
3. Now, taking up his criticism—but why should we pay any attention to it?
4. He had no malice in his heart—no ruffles on his shirt.

2. Parenthetical and Explanatory Expressions

The dash is often used to separate parenthetical expressions from the rest of the sentence where the expression is too much detached to require commas, and yet too closely related to be inclosed in parentheses. The dash is also used before and after words or expressions added by way of explanation, or for the sake of emphasis; as,

1. We can furnish you any quantity you wish—say 200 sets—at the price you name.
2. We hand you application covering your boiler insurance—$30,000, premium $200—for a period of three years.
3. We shall make you a price on these goods in a few weeks—the first of April at the latest.
4. The only work that we have published is that issued for our correspondence with our clients—pamphlets relative to our securities.
5. It is a story of New England life that he [Whittier] tells in "Snow-Bound"—the story, in fact, of his boyhood days.
6. To do things so profoundly well, never grows easy—grows always more difficult.
7. Those that hated him most heartily—and no man was hated more heartily—admitted that he was an intelligent man.

3. After a Series of Clauses.

The dash is used after a series of expressions that are separated by semicolons and have a common dependence upon a final clause; as,

1. If we think of glory in the field; of wisdom in the cabinet; of the purest patriotism; of morals without a stain—the august figure of Washington presents itself as the personification of all these ideas.

4. Subheads and Extracts

The dash is used after subheads and extracts from the works of other authors; as,

1. TERMS.—Freight net; balance two per cent cash ten days; sixty days net.
2. A good many good things are lost by not asking for them.—*McKinley.*

5. Omission of Figures and Letters

The dash is used to indicate the omission of figures or letters; as,

1. Study pages 175—80.
2. The years 1896—99.
3. Meeting of the Eastern Commercial Teachers' Association, April 9—11, 1909. (This means April 9, 10, and 11.)
4. We can make you a price of 9½—1—30. (9½, one per cent off, thirty days.)
5. Mrs. B——, on A—— street.

Note.—Writers that do not clearly know what point is needed always make the dash serve as its acceptable equivalent. It has been so much overworked that one author has called for its abolition.—*De Vinne.*

THE PARENTHESIS

1. Parenthetical Expressions

Parenthetical expressions that have no direct bearing upon the meaning of the sentence should be inclosed in parentheses; as,

1. We are pleased to quote you on three Roller King Mills (see page eight, catalog sent you).
2. I wish to call your attention to Mr. Gray's letter (copy of letter inclosed), in which he says that he cannot accept our proposition.
3. He is likely (apt) to take offense.
4. An amateur (literally, a lover) is one who pursues an art, science, or a game for the love of it, not for a livelihood.
5. Christopher Marlowe (1564—1593) may be considered as the founder of this poetic and romantic drama.

2. Figures

When an amount expressed in words is followed by an expression of the same amount in figures, the figures should be inclosed in parentheses; as,

1. One hundred dollars ($100).
2. We have entered your order for twenty-five hundred (2500) kegs of nails.

Observation.—Wherever possible the comma or the dash is preferable to the parenthesis in business correspondence.

Note.—Many people can ride on horseback who find it hard to get on and off without assistance. One has to dismount from an idea, and get into the saddle again, at every parenthesis.—*Holmes.*

BRACKETS

Editor's Notes

The brackets inclose an explanation made by some other than the speaker or author; as,

1. Pupils in public and private schools, 17,298,230 [it seems to the editor that this figure must be too high], an increase of 278,520 over the previous year.
2. I went into the army before I should have gone—before I knew I was in. [Laughter.]
3. While woman may never be elected to Congress she will continue to be the "Speaker of the House." [Applause.]
4. In matters of science he [Jefferson] was rather a dabbler than a philosopher.

Note.—As the brackets are not on the keyboard of the ordinary typewriter, the stenographer must use the parentheses instead. This liberty is allowable only in typewritten work.

Name..... *Grade*.....

EXERCISE 74

Insert all necessary punctuation marks in the following sentences:

(Deduct two per cent for each error.)

1. This property is situated in lot four 4, block two 2, in Harper's Addition.
2. We insist on our order No. 369 your shop No. 1744 being shipped at once.
3. For Sale a lot 50x145, clear, on Sheridan drive Lake Shore drive, east front, 150 feet north of Barry avenue.
4. While it is for your own interest that we mention these things and we could not be misunderstood under any circumstances still you realize that our success and your work are interdependent.
5. There were mingled feelings of joy and sorrow at leaving the old home place at Haverhill joy because he did not like to farm and sorrow because in it his own quiet childhood had been passed.
6. He became known far and wide as an abolitionist a man strongly opposed to slavery.
7. Apologies a very desperate habit one that is rarely cured.—*Holmes.*
8. The most tangible of all visible mysteries fire.—*Hunt.*
9. There is nothing so powerful as truth and often nothing so strange.—*Webster.*
10. I notice the leader of the majority, the gentleman from New York, has endeavored to start a laugh, but it has been smothered in its very incipiency. Laughter and applause.
11. The office boy gets a schooling that is perhaps more valuable than any other in a business career a schooling in alertness and attention to small details.
12. Papa, potatoes, poultry, prunes, and prism, all very good words for the lips especially prunes and prism.—*Dickens.*
13. The maker of an accommodation bill or note one for which he has received no consideration, having lent his name or credit for the accommodation of the holder is not bound to the person accommodated, but is bound to all other parties precisely as if there was a good consideration.
14. I would have nobody control me; I would be absolute and who but I Now, he that is absolute can do what he likes he that can do what he likes can take his pleasure he that can take his pleasure can be content and he that can be content has no more to desire. So the matter's over and come what will come. I am satisfied.—*Cervantes.*
15. If the history of England be ever written by one who has the knowledge and the courage and both qualities are equally requisite for the undertaking the world will be more astonished than when reading Roman annals by Niebuhr.—*Disraeli.*
16. A blessed companion is a book a book that fitly chosen is a lifelong friend.—*Jerrold.*

LESSON XXXVI

QUOTATION MARKS

1. Exact Words of Speaker or Writer

Inclose within quotation marks the exact words of a speaker or writer; as,

1. We have wired you this a. m. thus: "Wire mill to rush Omaha paper immediately; answer if ready," and now confirm same.
2. "Primary market reports and business news" is our motto.
3. Congreve said, "There is a great deal in the first impression."

2. Quotations Consisting of More Than One Paragraph

When a quotation consists of more than one paragraph, the quotation marks should be placed at the beginning of each paragraph and at the end of the last one.

3. Name of Author after Quotation

When the name of the author is given after a quotation, the quotation marks are not necessary.

4. Free Use of Quotation Marks

It is a reflection upon the reader's knowledge of literature to inclose within quotation marks every well-known quotation.

5. Titles of Books, Articles, and Plays

Titles of books, articles and plays should be inclosed within quotation marks. It is not necessary to inclose names of the leading periodicals and newspapers; as,

1. I am sending you a copy of Lew Wallace's "Ben Hur."
2. We are sending you a circular of "An Index to Recitations, Readings, and Dialogues," which we hope you will read carefully.
3. We went last night to see "Hamlet."

6. Quotation within a Quotation

When one quotation occurs within another, indicate the second one by single quotation marks; as,

1. The following is a quotation from the works of Edwin Hay: 'The last speech of the fallen leader ended with these words: 'Ye who put your trust in princes, instead of swearing allegiance to the reigning twin should pause awhile and look ahead.'"
2. "Yes," he said, "I know it's true that 'Chickens come home to roost.'"

7. Special Words, Objectionable Words, Slang

When special attention is invited to any word, it should be inclosed within quotation marks; as,

1. The words "sold by" are in these proofs.

2. His fondness for the big or unusual words and phrases "empyrean," "nadir," "capriccio," "cui bono," "coup d'état," shows that he has been to a feast of languages and stolen the scraps.
3. You can depend on our being "strictly in it."
4. We are "up against" a "stiff" proposition.

Observation.—Single quotation marks might be used in the foregoing illustration, but it is preferable to limit the use of single marks to the quotation within a quotation.

8. Words Used Aside from Their Ordinary Meaning

A word or expression used aside from its ordinary meaning should be inclosed within quotation marks; as,

1. This young man will not give up his efforts for success until he has come "under the wire."
2. This house is strictly "on the square."
3. The stenographer is sometimes allowed to "edit" what he transcribes.
4. I passed over to the "silent majority"—I got married.
5. The novels he wrote were "novel" indeed.
6. This particular man had a fondness for the "home plate."

9. Technical Words and Trade Names

Technical words and trade names are frequently inclosed within quotation marks; as,

1. We have about 40,000 lb. of "Oriental Package" New Mexico wool on hand.
2. We have some "St. Charles Evaporated Cream" in stock.
3. A trader "hedges" to avert a loss.
4. Though "short" trading is sometimes called "fictitious," it is by no means different from the practices that prevail in every business.

10. Names of Vessels

It is not necessary to quote the names of vessels, although it is an old custom.

11. Quotation Marks with Other Marks

Compositors usually place the period, comma, and semicolon before the quotation marks as they appear isolated when they are placed after them, especially in the case of the period at the end of the sentence. As the interrogation point and exclamation point are full-size characters, they should be placed before the quotation marks if they belong to the quoted part only, and after, if they belong to the entire sentence; as,

1. He said, "I shall go."
2. "I shall go," said the speaker.
3. The apostrophe is used to denote the intentional elision of a letter or letters; as, "doesn't" for "does not;" "aren't" for "are not;" etc.
4. He asked, "Where are you going?"
5. Did he ask, "Where are you going"?
6. We heard the cry, "Fire! fire! fire!"
7. Hark! I hear the cry "Fire"!

Name..... *Grade*.....

EXERCISE 75

Insert all necessary punctuation marks in the following sentences:

(Deduct two per cent for each error.)

1. If the Bucket Shop makes money, it must follow that the customers lose money.
2. The prices were given to the telegraph operator to be put on the ticker.
3. The letter was returned indorsed Pays no attention to notices.
4. Referring to quotations, when boxing is covered by f. o. b. we say, boxed f. o. b., which means free of cartage.
5. Please send me a subscription of allotment blank by early mail.
6. This magazine will be about the size of the Ladies' Home Journal.
7. One barrel was marked Port and the other was marked Claret.
8. The cheese was marked full cream.
9. Please hand me exhibit A.
10. I came over on the steamship Narragansett.
11. This house is known as the Henry House.
12. The cylinder on our Jack of all Trades is cracked.
13. Thank God for tea What would the world do without tea how did it exist I am glad I was not born before tea. *Sydney Smith.*
14. The world looks far less he said than it did when she was with us.
15. It is his sister Elizabeth, who had so lately left him whom he Whittier names so tenderly as our youngest and dearest.
16. Sir

    Referring to the following provision contained in the Indian Appropriation Act, approved March 3, 1903 That the time for the opening of the unallotted lands to public entry on said Uintah Reservation, as provided by the act of May 27, 1902, be and the same is hereby extended to Oct. 1, 1904. I have the honor to transmit herewith a copy of a report of the 4th inst., from the commissioner of the General Land Office.
17. Diogenes lighted a candle in the daytime, and went about saying, I am looking for an honest man.
18. The words shall and will are often misused.
19. As for that, said Waldenshare, sensible men are all of the same religion. Pray, what is that inquired the Prince. Sensible men never tell. *Disraeli.*
20. Why may not a goose say thus All the parts of the universe I have an interest in the earth serves me to walk upon the sun to light me the stars have their influence upon me. I have such an advantage by the winds and such by the waters there is nothing that yon heavenly roof looks upon so favorably as me. I am the darling of Nature Is it not man that keeps and serves me *Montaigne.*
21. The mother said to the daughter, Daughter, bid thy daughter tell her daughter that her daughter's daughter hath a daughter. *Hakewill.*
22. Within a few years the commerce of the West the speaker here named a dozen or more States will equal that of the States on the Atlantic.

[OVER]

23. Yes, I think I will no I won't under any circumstances.

24. Though the mills of God grind slowly,
Yet they grind exceeding small. *Longfellow.*

25. Robert Burns 1759 1796 occupies a singular position in literature.

26. One afternoon I had been there a week we saw a horseman come galloping over the hill.

27. Now, he said, you have said you believe that Honesty is the best policy.

28. The Sun comments very favorably upon Richard Mansfield's production of the play, Julius Cæsar.

29. Gentlemen, I know senator Baker Lincoln had known him for over thirty years we were boys together in Illinois.

30. **DEALS DEFENSE A BLOW**

The hopes of the defense were dealt a blow when Judge Baker interrupted the argument of Attorney Miller with this question

You will admit that the president of a national bank cannot give away $50,000 without the knowledge of the bank, without its being a misappropriation, don't you

Yes, replied Mr. Miller.

But you would say that the banker could take this position The man who wanted the money could go to the banker and the banker say to him Well, I can't give you that amount of money, but if you come in with a blank piece of paper and put somebody's name on it make it a forged note and bring with it some security, I will let you have the money

Name..... *Grade*.....

EXERCISE 76

Punctuate the following letter: (Deduct two per cent for each error.)

Chicago Ill May 19 1909

Channing & Woods
Omaha Nebr

Gentlemen

For your information we beg to state as follows

That during the past ten years there has not been one year in which our country agents have not given the farmers a higher grade on hundreds of thousands of bushels of grain than it was entitled to or than we could have obtained for it at Duluth West Superior Chicago New York or elsewhere

That our interests demand that we give the closest attention possible to the matter of grades at terminal markets and that it is our opinion as country shippers that the grading at Duluth and Minneapolis is uniformly fair and just

That the difference between the grades given the farmers by our buyers and the grades received by us at the terminals represents a loss to the elevator companies of the Northwest aggregating hundreds of thousands of dollars

That the statements hereinbefore made are contrary to the prevailing ideas on these questions we admit but we can produce all evidence necessary to prove the correctness of our statements and that for this purpose we cordially invite you or any responsible person whom you may delegate to examine our books and records

As regards the question of weights we would state that our country elevators are equipped with the most approved and reliable scales made that they are carefully and thoroughly examined and tested from time to time by agents traveling superintendents and scale experts that our agents are not paid to rob the farmers that they have nothing to gain by doing so and that the farmer of to-day is too intelligent not to read the scales and not to know what he is entitled to that as a very large proportion of the grain grown in the Northwest is weighed up at and marketed through the country elevators any loss which might result by reason of irregularities the existence of which we deny in weights at terminal points would fall on the country elevators not on the farmers

With this statement of facts and the tender of proof before you we trust that you will give our request for a righting of the wrong done us your early and favorable consideration

You have either been misquoted or misinformed and in either case you will when in possession of the facts as they exist and with the same publicity that has been given your purported statements correct the impressions conveyed to the public by the publication referred to viz that the elevator companies are robbing the farmers of the Northwest in the matter of grades and weights

Very truly yours

Name..... *Grade*.....

EXERCISE 77

Punctuate the following article: (Deduct two per cent for each error.)

DECLARATION OF INDEPENDENCE

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation

We hold these truths to be self-evident that all men are created equal that they are endowed by their Creator with certain inalienable rights that among these are life liberty and the pursuit of happiness that to secure these rights governments are instituted among men deriving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends it is the right of the people to alter or abolish it and to institute a new government laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness Prudence indeed will dictate that governments long established should not be changed for light and transient causes and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed But when a long train of abuses and usurpations pursuing invariably the same object evinces a design to reduce them under absolute despotism it is their right it is their duty to throw off such government and to provide new guards for their future security Such has been the patient sufferance of these colonies and such is now the necessity which constrains them to alter their former systems of government The history of the present king of Great Britain is a history of repeated injuries and usurpations all having in direct object the establishment of an absolute tyranny over these states To prove this let facts be submitted to a candid world * * * *

We therefore the representatives of the United States of America in general congress assembled appealing to the Supreme Judge of the world for the rectitude of our intentions do in the name and by the authority of the good people of these colonies solemnly publish and declare that these united colonies are and of right ought to be free and independent states that they are absolved from all allegiance to the British crown and that all political connection between them and the state of Great Britain is and ought to be totally dissolved and that as free and independent states they have full power to levy war conclude peace contract alliances establish commerce and to do all other acts and things which independent states may of right do And for the support of this declaration with a firm reliance on the protection of Divine Providence we mutually pledge to each other our lives our fortunes and our most sacred honor *Thomas Jefferson*

LESSON XXXVII

RULES FOR CAPITALIZATION

Capitalize:

1. The first word in every sentence, and the first word of every line of poetry; as,

1. Our salesman will be in Scranton the latter part of next week. He has with him a very complete line of the latest novelties from Paris.
2. Neither a borrower nor a lender be,
   For loan oft loses both itself and friend.—*Shakespeare.*

2. The important words in the title of a book, or in the subject of any other composition; as,

1. "Applied Business Punctuation," "Rational Typewriting," "Letters from a Self-Made Merchant to his Son."
2. "The Cultural and Practical Value of the Study of Shorthand," "Robert Emmet's Speech on his Trial and Conviction for High Treason."

3. Every direct quotation or the first word of a cited speech; as,

1. He said, "Haste makes waste."
2. On departing, he said: "Never shall I forget this event."
3. I thought to myself: "This is the day of all days."

Observation.—The first word of an *indirect* quotation should not begin with a capital unless the operation of some other rule requires it; as,

1. He reminded us that to save time is to lengthen life.
2. The old adage is true that haste makes waste.

4. The first word after a colon when introducing a complete passage; as,

1. In conclusion, I desire to say: We now have this phase of the matter under discussion and will reach a decision this week.
2. His suggestion was to this effect: That they proceed with their separate families to a certain point and there join the colonists from Plymouth.
3. Replying to your letter of recent date: We have looked up your original order and find that it was for ten cases, which were shipped you on the 21st.

5. The first word in the complimentary closing of a letter; as,

1. Yours very truly,
2. Respectfully yours,
3. Sincerely your friend,

6. Proper nouns and proper adjectives; as,

1. "We join ourselves," wrote Choate, "to no party that does not carry the American flag."
2. A Frenchman must always be talking, whether he knows anything of the matter or not.—*Dr. Johnson.*
3. Broad-breasted Spain, leaning with equal love
   On the Mid Sea that moans with memories.—*George Eliot.*

7. Every personified noun; as,

1. How wonderful is Death!
   Death and his brother Sleep.—*Shelley.*
2. Where art thou, beloved To-morrow?—*Shelley.*

8. In resolutions, the first word following "Whereas" and "Resolved"; as,

1. Whereas, The said plaintiff, on the last day aforesaid, in the county aforesaid, etc.
2. Resolved, That no dispute between nations, except such as may involve the national life and independence, should be reserved from arbitration.

9. As a rule, nouns followed by a numeral indicating their order in a sequence—particularly in the case of a Roman numeral capitalized; as,

1. Grade IV; Art. III; Act V; Book III; Part XI.
2. No. 63; Section 17; Vol. II, Ch. 5.

10. The principal words in business and residence addresses:

1. Hon. Alexander McDowell, House of Representatives, Washington, D. C.
2. Mr. L. S. Young, care of First National Bank, Philadelphia Pa.

11. The pronoun "I" and the interjection "O;" as,

1. Thou canst not say I did it.—*Shakespeare.*
2. The star-spangled banner, O long may it wave!
3. Thou hast all seasons for thine own, O death.—*Mrs. Hemans.*

Observation—"Oh," however, is usually written with a small letter; as,

1. Save, save, oh save me from the *candid friend!—Canning.*
2. But oh! she dances such a way!—*Suckling.*

12. The abbreviations "C. O. D.," "P. O.," "A. D.," etc.

Observation.—However, "a. m.," "p. m.," "f. o. b.," are preferably written with the small letters.

13. Abbreviations of titles like "D. D.," "M. P.," "Ph. D.," etc.

Observation.—Do not capitalize these titles when spelled out in full; write "doctor of divinity," "member of parliament," "doctor of philosophy."

14. The names of the days of the week and the months of the year, but not the seasons, unless they are personified; as,

1. The Sunday is the core of our civilization.—*Emerson.*
2. The new-born May,
   As cradled yet in April's lap she lay.—*Erasmus Darwin.*
3. One swallow maketh not summer.
4. Take Winter as you find him, and he turns out to be a thoroughly honest fellow with no nonsense in him.—*Lowell.*

15. Civic and ecclesiastical feast-days; as,

1. Labor Day, Thanksgiving Day, Decoration Day, Fourth of July.
2. Easter, Whitsunday, Pentecost.

16. Specific geographical terms, and the points of the compass when they denote definite parts of a country; as,

1. The North Pole, the Equator, the Orient, the Levant.
2. An aristocracy had grown up in the South.
3. All his life he had lived east of the Mississippi River, but in his fiftieth year he and his family settled in the West—first in Colorado and later in New Mexico.

17. Every title of honor or respect, civil or military, preceding the names; as,

1. Professor John Morley, President Taft, Congressman French, Senator Hoar, Mayor Davidson, Captain Hale, Rear-admiral Dewey.
2. The President (of the United States), the Kaiser, the King, the Emperor, the Pope (with reference to these rulers).

18. Every name or title of the Deity; as,

1. When God had worked six days, He rested on the seventh.—*Old Testament.*
2. From Thee, great God, we spring, to Thee we tend.—*Dr. Johnson.*
3. Almighty, Everlasting God, to Thee we bow.

19. Books and divisions of the Bible; as,

1. Book of Job, Gospel of St. Luke, First Epistle to the Corinthians, New Testament.
2. Sermon on the Mount, Lord's Prayer, Ten Commandments.

20. The names of religious denominations or sects, political parties, and philosophical, artistic and literary schools; as,

1. Catholic, Methodism, Episcopalian, Baptist, Quaker.
2. Republican party, Socialist party, Liberal party, Whigs.
3. Theosophist, Literalist, the Realistic school of painting.

21. The official titles of religious, social, political, commercial, and industrial organizations and institutions; as,

1. Young Men's Christian Association, Epworth League, West End Woman's Club.

2. Tammany Hall, Kings County Democracy, Chicago Board of Trade, Inter-State Commerce Commission.
3. University of the City of New York, LaSalle Institute, North Division High School.

Observation.—Do not capitalize such generic terms (a) when used to designate a class; (b) when standing alone, even if applied to a specific institution, except to avoid ambiguity; as,

1. The various commercial associations of the city are to hold a monster mass meeting.
2. The high school at Springfield is considered the best in the county.
3. The Institute announces a course in advanced pedagogy, beginning October 1.

Observation.—Capitalize the word "government," however, when it applies to the United States Government, or definitely to a foreign government.

22. The names of governmental departments, legislative, administrative and judicial bodies, when specifically applied; as,

1. Congress, House of Representatives, the Senate, House of Commons.
2. Board of Aldermen, Department of Public Roads, War Department, Supreme Court.

23. Names of important and accepted historical events and epochs; as,

1. Revolutionary War, War of Independence, Franco-Prussian War, Louisiana Purchase, Battle of Bunker Hill, the Inquisition, the Middle Ages, the Age of Elizabeth.
2. 'Tis the talent of our English nation,
   Still to be plotting some new Reformation.—*Dryden.*

24. Numbered political divisions; as,

1. The Thirty-fourth Ward vote was unusually large this year.
2. Judge Mackey was delegated to represent the Fourth Precinct at the nominating convention.

Observation.—Such words as "ward," "precinct," etc., are frequently written with a small letter.

25. The names of streets, boulevards, parks, buildings, etc.; as,

1. Garfield Avenue, Tremont Square, St. Charles Place, Thirty-second Street.
2. Jackson Park, Botanical Gardens, Greenwood Cemetery.
3. Congressional Library, St. Regis Hotel, White House.

Observation.—Many newspapers do not capitalize "street," "avenue," "boulevard," etc. (See page 16, "Applied Business English.")

26. The chief items in an enumeration of particulars; as,

Please send us at once the following order:

25 lbs. Mocha and Java Coffee
10-gal. case New Orleans Molasses
25 Bushels Potatoes
10 boxes Sapolio

Name..... *Grade*.....

EXERCISE 78

Underscore each word in the following sentences that should begin with a capital letter. (Deduct one per cent for each error.)

1. the association has gained many new members.
2. our finest department store is located on state street.
3. the street was closed to traffic.
4. thomas hood's "song of the shirt" is one of the classics of the english language.
5. this song is too difficult for our class.
6. on that one point the democrats and the republicans hold precisely the same view.
7. mr. robert j. campbell, president of the hartford civic league, is a man of democratic principles.
8. the many petty revolutionary wars that mark the history of the south american republics have been due to fundamental defects in the national constitutions.
9. section 1, art. II, of the constitution of the united states, provides for the election of the president.
10. the revolutionary war, which resulted in the independence of the thirteen original states, had its direct cause in the tyranny of the king of england.
11. the twenty-two united states of switzerland form the swiss federal republic; each of these states is known as a canton.
12. canton is an important city in china.
13. the oppression of the king led the people to make a declaration of their independence.
14. the american declaration of independence was signed in philadelphia on july 4, 1776, in the old state house, ever since called independence hall.
15. there will be special classes for teachers during the spring and summer.
16. magnificent autumn! he comes like a warrior, with the stain of blood upon his brazen mail. his crimson scarf is rent. his scarlet banner drips with gore. his step is like a flail upon the threshing-floor.—*Longfellow.*
17. president lincoln, president garfield, and president mckinley are our three martyred presidents.
18. the sun rises in the east.
19. he attended one of the best universities in the east—i believe he said it was harvard university.
20. william shakespeare is undoubtedly the world's greatest poet.
21. why have we no shakespeares to-day?
22. blessed be god, the father of mercies and the god of all comfort.—*New Testament.*

[OVER]

23. my father told me an interesting story about the greek god mercury.
24. this letter is to mr. martin c. stanley, manager of the boston branch of the metropolitan life insurance co., which has its offices in the security building.
25. my uncle is a member of congress.
26. his address is hon. joseph p. wilson, m. c., washington, d. c.
27. the president vetoed the bill, although it had been passed by both the house and the senate.
28. the secretary of the interior and the chief justice of the united states were both present at the reception.
29. one of the sentences in the thanksgiving proclamation for the year 1908 reads as follows: "now, therefore, i, theodore roosevelt, president of the united states, do set apart thursday, the 26th day of november next, as a day of general thanksgiving and prayer."
30. mr. william johnston is a candidate for alderman in the twenty-fourth ward.
31. both the university of illinois and the university of new york offer courses in commerce and finance.
32. i wish to make this statement: if we do not persist in the undertaking, we cannot expect to succeed.
33. he belonged to the impressionistic school of artists.
34. that self-conquest is a true victory cannot be controverted.
35. he said, "self-conquest is a true victory."
36. the university announces a free lecture course to begin tuesday, january 10.
37. dr. cook claims to have reached the pole first; he was beset by many perils in his travel north.
38. the government has taken formal charge of the canal construction.
39. when he completes his present year at the university he will have secured the degree of a. b.
40. the english professor assigned us locke's "essay on the human understanding" for study.

Applied
Business Correspondence

By

Rupert P. SoRelle

LESSON XXXVIII

INTRODUCTION

THE ART AND VALUE OF LETTER WRITING

A large part of the world's business is at present carried on by correspondence. Formerly business men wrote only when it was absolutely necessary; the physical work of writing was tedious. The stenographer and typist, quick mail service, the wide distribution of products and business relations have multiplied correspondence to such an extent that it has been made the subject of special study and reduced almost to a science.

And letter writing is not a new art; it has been practiced probably ever since man first began to write. Nearly two hundred years ago there lived in England a nobleman, Lord Chesterfield, whose letters have been handed down to us as models of style and elegance. We can learn much from these. The quotations from Chesterfield which follow deal with the writing of business letters. They must, of course, be read in the light of the times in which they were written, but the advice they contain is unquestionably sound even to-day:

The first thing necessary in writing letters of business is extreme clearness and perspicuity; every paragraph should be so clear and unambiguous, that the dullest fellow in the world may not be able to mistake it, nor obliged to read it twice in order to understand it. This necessary clearness implies a correctness, without excluding an elegancy of style. Tropes, figures, antitheses, epigrams, etc., would be as misplaced and as impertinent in letters of business as they are sometimes (if judiciously used) proper and pleasing in familiar letters, upon common and trite subjects. In business, an elegant simplicity, the result of care, not of labor, is required. Business must be well, not affectedly, dressed, but by no means negligently. Let your first attention be to clearness, and read every paragraph after you have written it, in the critical view of discovering whether it is possible that any one man can mistake the true sense of it; and correct it accordingly.

* * * *

If you speak the sense of an angel, in bad words, and with a disagreeable utterance, nobody will hear you twice, who can help it. If you write epistles as well as Cicero, but in a very bad hand, and very ill-spelled, whoever receives, will laugh at them; and if you had the figure of Adonis, with an awkward air and motions, it will disgust instead of pleasing. Study manner therefore in everything, if you would be anything.

* * * *

Politeness is as much concerned in answering letters within a reasonable time, as it is in returning a bow, immediately. . . . . Letters of business must be answered immediately, and are the easiest to write or to answer, for the subject is ready. There must be no prettinesses, no quaintnesses, no antitheses, nor even wit.

Style is the dress of thoughts; and let them be ever so just, if your style is homely coarse, and vulgar, they will appear to as much disadvantage, and be as ill-received a your person, though ever so well proportioned, would, if dressed in rags, dirt, and tatters It is not every understanding that can judge of matter, but every ear can and does judge more or less, of style; and were I either to speak or write to the public, I shoul prefer moderate matter, adorned with all the beauties and elegancies of style, to th strongest matter in the world, ill-worded and ill-delivered.

Joseph Addison, the great English essayist, was another who valued the importance of good letter writing. He wrote:

I cannot forbear mentioning a particular which is of use in every station of life, and which, methinks, every master should teach his scholars; *I mean the writing of letters.* To this end, instead of perplexing them with Latin epistles, themes, and verses, there might be a punctual correspondence established between two boys, who might act in any imaginary parts of business, or be allowed sometimes to give a range to their own fancies, and communicate to each other whatever trifles they thought fit, provided neither of them ever failed at the appointed time to answer his correspondent's letter. I believe I may venture to affirm, that the generality of boys would find themselves more advantaged by this custom, when they come to be men, than by all the Greek and Latin their masters can teach them in seven or eight years. The want of it is very visible in many learned persons, who, while they are admiring the style of Demosthenes or Cicero, want phrases to express themselves on the most common occasions.

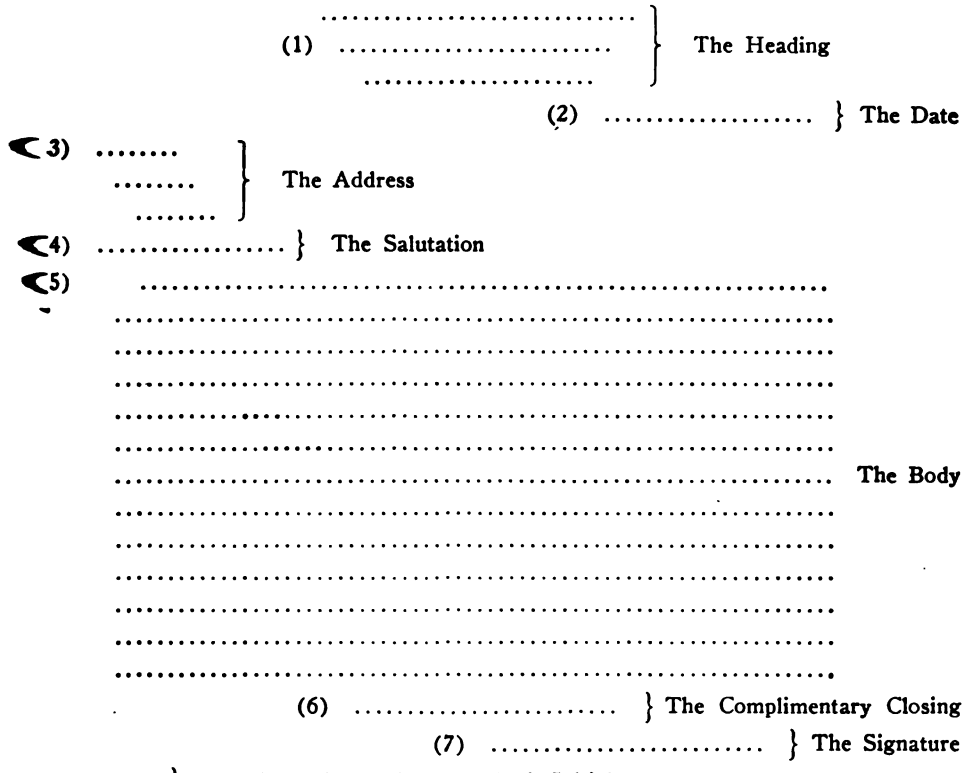
The ability to write a good business letter is one of the most valuable qualifications the stenographer can possess. It opens the door to immediate advancement in nearly every business office. When a business man finds that he can depend on his stenographer to write many of his letters from a few notes, he will always avail himself of this added service power. At first only the unimportant routine letters, it is true, will be given to the stenographer to answer, but the way in which these are handled will furnish a clue as to just what he is capable of and establish a basis for future promotion. Good correspondents are rare, and business men are constantly on the lookout for those who can really write letters that produce results. These are for the most part recruited from the stenographic ranks. The stenographer has a rare chance to learn the art of writing good business letters. In the first place, the men who dictate the letters in any firm are generally men who *know the business.* If they are in the sales department they know salesmanship, and the arguments for and against their products; if they are in the advertising department they are fertile with ideas; if they are in the credit department they are students of human nature—and so on. Ideas are what is needed in writing about *any* subject. It is the contact these men get with the actual business processes that develops ideas—makes them see things from different angles and in new lights, thus sharpening their powers of discrimination and judgment.

THE FORM AND MECHANICAL CONSTRUCTION OF A BUSINESS LETTER

As in everything else, custom has decreed that the business letter shall follow certain conventional forms based upon convenience and clearness, and the wise letter writer will not depart far from these prescribed forms. A business letter consists of eight distinct parts, as follows:

1. *The Heading*
2. *The Date*
3. *The Address*
4. *The Salutation*
5. *The Body of the Letter*
6. *The Complimentary Closing*
7. *The Signature*
8. *The Dictator's and Stenographer's Initials*

The following diagram shows how the various parts of a letter should be arranged on the letterhead:



The Heading.—The heading consists of the printed or engraved name and address of the individual, firm, company, or corporation sending the letter. It usually contains in addition to this the telephone number, the names

of the officials of the company—if it be a company, firm, or corporation—and other facts necessary for the convenience and information of correspondents. When the letterhead is not printed, this information may be typewritten and will consist then merely of the name and address. The following forms will give an idea of the arrangement:

THE KNICKERBOCKER HOTEL
42d Street & Broadway
NEW YORK CITY

April 1, 1913

THE FRIAR'S CLUB
44 West 44th Street
NEW YORK CITY

January 19, 1913

1328 Broadway
New York City

June 12, 1913

When written on the typewriter the heading, if long, should be single-spaced in order to make it as compact as possible. The name and address should always be given at the top of the letter. Do not crowd the heading close to the top of the page; leave at least one inch margin.

The Date.—The date line gives simply the month, the day of the month, and the year. This line should be so written that the end of it comes flush with the body of the letter. In order to give a proper balance to the whole letter, some correspondents prefer to have the date line start at the same point on the typewriter scale as the complimentary closing, but it should never be begun left of the middle of the sheet. It is not necessary to follow the date with a period after the year. The ordinal endings *d, th, st,* etc., do not follow the day of the month when the year is given. It is objectionable to write dates in business letters thus: 9/16/13.

The Address.—The address of a letter consists of the name, the title, and the place of business of the person to whom the letter is written. The address should be very full—containing all the information necessary for the proper delivery of the letter, since the envelopes will correspond exactly with the address in the letter. Only one title should be used. Titles and degrees, however, or words representing the person's official capacity, may

be used when one does not include the other. In ordinary business letters the address should be placed at the top as shown in the diagram, but in letters to friends, or in more formal correspondence, it may be written in the lower left-hand corner (see Illustration No. 1). The address may consist of two, three, or four lines according to the length. When a letter is to be addressed to a firm or company and it is desired that it go to an individual in the concern, the words "Attention of ———" (giving the name of the individual) may be written just above the salutation thus:

The Parker & Disbrow Company,
1125 Chestnut Street,
Philadelphia, Pennsylvania.

Attention of Mr. Brown.

Gentlemen:

The following forms will show the proper arrangement of addresses as to indentation:

Model 1

(0) Mr. C. W. Miller,
(5) Peekskill, New York.

Model 2

(0) Messrs. White & Partington,
(5) 32 South Wabash Avenue,
(10) Chicago, Illinois.

Model 3

Marshall Field & Company,
State and Washington Streets,
Chicago, Illinois.

Model 4

Mr. J. E. Rutherford
The Plaza Hotel
59th Street & 5th Avenue
New York City

The tendency now in many firms is to omit punctuation in the heading as well as in the date line, but the stenographer should adopt this practice only on request.

CAPITAL
$2,000,000
SURPLUS AND PROFITS
$1,600,000

ALFRED L. RIPLEY
PRESIDENT
ALLEN CURTIS
VICE PRESIDENT
GEO. S. WARREN
CASHIER
W. F. BURDETT
ASST. CASHIER

THE STATE NATIONAL BANK
OF BOSTON

August 2, 1913

Sir:

Your letter of the 26th inst., asking that I advise you "whether Charles H. Matthews, jury commissioner for the Eastern district of Pennsylvania, whose occupation is lawyer, is regularly retained or employed by any railroad or other large corporation likely to have litigation before the court with which he is connected," is duly received.

Mr. Matthews has been for many years a member of the Philadelphia bar in the highest standing, and, so far as I know, his legal practice is not along the lines suggested in your letter.

Respectfully,

J. R. Robinson

Hon. George W. Wickersham
United States Attorney General
Washington, District of Columbia

R-B

An Illustration of the Formal Style of Letter
No. 1

The following block margin is a form that is now used by many firms:

Mr. C. M. Blackstone
1123 Broadway
New York City

The Salutation.—The salutation in a business letter should be in harmony with the personal relations of the correspondents. "Dear Sir" and "Gentlemen" are now the most common forms. "Dear Sir" is used in addressing an individual; "Gentlemen" in addressing a firm, company, or corporation. "My dear Sir" and "Sir" are more formal and are rarely used. "Dear Sirs" has fallen into disuse.

In official correspondence, such, for example, as that exchanged between departments of the government, "Sir" is the form generally used.

The forms "My dear Mr. Smith" or "Dear Mr. Smith" may be used when there is a personal acquaintance between the correspondents. Some concerns, to avoid the cold formality of "Dear Sir," have adopted the salutation "Dear Mr. Smith," but generally it is used only where there is some bond of fraternal relationship, as, for example, that which exists between teachers, or the members of some craft or profession.

"Dear Madam" is the generally accepted form of salutation for a woman, either married or single. In addressing a firm composed of women, "Mesdames" is the proper salutation. In addressing a firm composed of a man and a woman, the proper salutation would be "Dear Sir and Madam."

The Body.—The body of the letter contains the message. The composition of the letter will be discussed fully in another chapter of the book. The body begins on the next line below the salutation, indented five spaces from the margin. All other paragraphs should begin at the same point.

The following points are to be observed in writing the body of the letter: The subject of the letter may be written in the upper left-hand corner just above the name. If the letter deals with several subjects, each subject may begin a new paragraph and be introduced with a word or two indicating the subject. These words are usually written in capitals or are underscored.

Whether to use double or single spacing in the body of the letter will depend upon its length. Most letters are written double-space. In single-spaced letters make a double space before and after the salutation and between paragraphs. The complimentary closing should also be separated by a double space. Postscripts should be added at least a double space below the signature and should always be single-spaced.

The second and following pages of a letter should be written upon blank sheets of the same kind of paper used for the letterhead. The name or initials

of the person addressed are placed at the left-hand margin of the second and following pages near the top. The number of the page should follow these; thus, "W. E. S.—2". When it is necessary to indicate the date on the second and succeeding pages, it should follow the initials:

E. P. H.-2-Jan. 23-13

Our position is that your company became again a common carrier when they received the letter at Omaha, as there can be no division of identity in a corporate person. The C. R. I. & P. R. R. Co. is the same corporate person at Omaha and at Farnam, and it makes no difference in the premises whether that portion of the corporate person in Omaha uses the mails or the wires to correspond with the person at Farnam. That is certainly within the corporation, and the knowledge held by the corporation at Omaha can be held of no avail at Farnam simply because the ordinary means of transmission has not conveyed disposition to Farnam.

Please refer this to your general solicitor and see if he can not grant payment of our claim.

Yours truly,

ADDINGTON RUG & CARPET CO.,

Per *Rupert Hudson*
Secretary.

RH-JS
Inc.

Illustration of the Second Page of a Long Letter

Do not begin a paragraph at the bottom of a sheet unless there is room for at least three lines. A single line or a few words should not be carried over to the second page. The stenographer or typist, by learning to estimate the amount of space required, can obviate awkward breaks of this kind.

Quoted matter, as, for example, a telegram, can be made more prominent by indenting it, both right and left margins, and writing it single-space. If the quoted matter contains more than one paragraph the quotation marks should be used at the beginning of each paragraph and at the end of the last. When there is an enumeration of particulars, or a list of items—as, for example, in an order for goods—these should be indented and tabulated.

The closing words of a letter, as "Awaiting your answer," or "With cordial good wishes," usually begin a new paragraph. These should be followed by a comma, as the sense is not complete until the complimentary closing is added. Inclosures should be indicated at the left under the dictator's and stenographer's initials; as, for example, "Inc. 2" (meaning two inclosures).

The Complimentary Closing.—The complimentary closing consists of the words "Yours truly," "Truly yours," etc. The style of the complimentary closing must be determined by the relationship existing between the correspondents. It should be in harmony with the salutation. The complimentary closing usually begins in the middle of the line so that ample space may be left for it to balance well with the signature. The following are the approved forms of complimentary closing for business letters:

Yours truly	*Yours respectfully*
Very truly yours	*Sincerely yours*
Truly yours	*Faithfully yours*
Respectfully yours	*Cordially yours*
Very respectfully yours	*Yours faithfully*

Never close a letter with "Yours, etc.," as this is a form of disrespect. Capitalize only the first word of the closing.

"Cordially yours" is used when the writer wishes to express a more kindly interest. "Fraternally yours" is confined to letters between members of fraternal orders, insurance companies, etc. The closing "Respectfully yours" is appropriate in letters from an inferior to a superior, from the young to the aged, from a stranger to a person of prominence.

In addressing a petition to a board of aldermen, or to a legislative body, the salutation should be "Gentlemen" or "Sirs" and the complimentary closing should be "Respectfully submitted."

When the salutation of a letter is omitted it is customary also to omit the complimentary closing.

Such titles as *General, Captain, Colonel,* in either the salutation or complimentary closing, should not be abbreviated. The word "remain" should not be used in closing a letter unless there has been previous correspondence.

The Signature.—Signatures are usually penwritten by the dictator. In the case of firm or corporation names, the name may be typewritten and followed by the penwritten signature or initials of the dictator of the letter. The person thus signing the letter should give his official designation and if he has none, should write "per" or "by" preceding his name. When penwritten, *the signature should be legible.* There is really no excuse for an illegible signature, yet it may be said that no end of confusion is caused by the failure of writers to sign their letters legibly, to say nothing of the failure to sign them at all. Mistakes in filing can frequently be traced to misreading illegible signatures.

TOWLE MFG. COMPANY

NEW YORK
17 MAIDEN LANE
SILVERSMITHS BLDG

SILVERSMITHS
NEWBURYPORT
MASSACHUSETTS

CHICAGO
42 MADISON ST.
HEYWORTH BLDG

Newburyport

December 1, 1913

Davidson & Lauter, Jewelers

158 Main Street

Newark, New Jersey

Gentlemen:

Your business is important to us; we are just as glad of this order as if it were from our largest city customer for it shows that you like our silverware and find our service satisfactory. A dozen small orders mean more to us than one large order for they mean that twelve dealers are creating a demand for our products, a demand that will increase. This means that your business will grow and then our business will grow.

Very truly yours,

TOWLE MFG. COMPANY

James A. Brady

Newburyport Manager.

B-L

This is an Illustration of an Ordinary Short Letter with Wide Margins

No. 2

A signature should always be the same. Do not adopt "James F. Black" as your signature, and then vary it by writing "J. F. Black," "Jas. F. Black," "J. Frederick Black."

An unmarried woman in writing a business letter to a stranger should always prefix to her signature the title "Miss" in parenthesis, thus: (Miss) Myrtle McMannis.

A married woman should sign herself thus:

Elizabeth Mortimer
(*Mrs. Harry B. Mortimer*)

and letters to her in reply would be addressed *Mrs. Harry B. Mortimer.* If her husband is not living she would sign herself thus: *(Mrs.) Elizabeth Mortimer.* A signature in any case should be written so that it will end on a line with the body of the letter. In typing a letter, leave sufficient space for signature.

Dictator's and Stenographer's Initials.—These are placed in the lower left corner of the letter, a double space below the signature, and are usually written thus: S-T, "S" indicating the initials of the dictator, and "T" indicating the stenographer. The word "inclosure" or "inclosures" would be written a single space below this.

THE MECHANICAL DETAILS OF A BUSINESS LETTER

Theoretically, the business letter usually consists of the parts explained in the foregoing.

All these features as they should appear on the ordinary business letter are shown in Illustration No. 2. They are remarkably simple, but in the handling of this very simple material the stenographer can quickly show whether or not he is an expert in his work.

From the mechanical point of view, business letters naturally fall into three classes—the *short letter,* the *ordinary one-page letter,* and the *long letter.* Types of these three letters are illustrated.

Hardly any two letters will be alike so far as length is concerned, but all are arranged on the same general plan. The test of the stenographer's skill is the arrangement of his letter so that it complies with the customary form in taste and in artistic balance.

The first thing to be considered in proper disposition of the matter on the page is *margin.* A simple illustration will make clear the correct view of the margin: The effect of a picture is much enhanced by its frame, or by a wide "mat" around it—if it is an engraving or water color. In arranging a letter, consider the letter itself as the picture, and the margin, or white space around it, as the frame, and you will get the right idea.

CLEVELAND OFFICE: 48 LORAIN STREET MILLS AT WINNEBAGO, MICH.

WILSON & WHEELER COMPANY
LUMBER
MANUFACTURERS JOBBERS IMPORTERS
GENERAL OFFICES: WOOD BUILDING
TELEPHONE MICHIGAN 4200
DETROIT

March 7, 1912

Stillman Construction Company
Long Island, New York

(Attention of Mr. Dwyer)

Dear Sir:

You have been dealing in building materials long enough to know what the roofing problems are to architects and contractors.

Tiling, patent roofings--doubtless you have handled them all. This is all the more reason why you will be interested in the samples of shingles we are sending you.

Here is a shingle that is light enough in weight to be practical, yet strong enough to resist both storm and sun By a series of actual and rigid tests we are able to guarantee it as the least susceptible shingle on the market. It has a remarkable endurance with paint, and with an occasional painting it wears like iron, which makes it the cheapest roof material obtainable.

Our Mr. Barry will be in Kelsey next week to tell you more about this special shingle and to talk to any builders who you think might be interested. Meanwhile, we suggest showing these samples to your most important patrons who have had experience in this line of material, and write us your own impressions.

Yours very truly,

WILSON & WHEELER COMPANY
Per E. H. Morrison

EHM-A

An Illustration of a Single-spaced One-page Letter

No. 3

Eugene H. Angert.
ATTORNEY AND COUNSELOR
THIRD NATIONAL BANK BUILDING
ST. LOUIS.

September 6, 1912

Hon. W. W. Morrow
Treasurer of State
Des Moines, Iowa

Dear Sir:

In 1908 one William Martin, a resident of this county, died, leaving four hundred acres of land in this county and some other property. By descent this property passed to Edward Martin, his sole surviving brother and heir. The whole property is subject to collateral inheritance tax, but no effort has been made to enforce the payment of the same, nor is there anything of record showing its subjection. I happen to be employed to pass upon the title to eighty acres of this land which has recently been sold, and I have advised that the tax must be disposed of.

Edward Martin, the sole heir, died over two years ago. Sometime prior to his death, he conveyed by warranty deed the eighty in question, and as this land deal with my client is held up on account of my objection, he is anxious that steps at once be taken to dispose of the tax against the estate. Another part of this tract of land and some town property has been sold without, as far as I know, any attention being paid to the collateral tax. The executor of the estate of William Martin has made his final report and is discharged of record, and the estate of Edward Martin is still pending. Edward Martin left a will devising the remainder of this land to different parties, and part of it has been sold twice since.

The administrator of the William Martin estate was Charles Bane, President of the National Bank here, and the executor of the Edward Martin estate is J. P. Reily of West, Iowa.

We have seen some of the parties upon whom the statute makes it obligatory to proceed; but one seems to say that the other should take steps etc.--sort of shifting the responsibility--so I thought best to notify you directly. We wish aggressive measures to be taken at once to clear this up as the parties I represent desire to close up the land deal.

Yours truly,

Eugene H. Angert

DS.

Illustration of a Full-page Letter with Proper Disposition of Matter

No. 4

SYSTEM
The Magazine of Business

Wabash & Madison, Chicago
44-60 East 23rd St., New York
A. W. SHAW COMPANY, Ltd.
34 Norfolk Street, Strand, London

Department of Advertising
E. R. Crowe, Eastern Manager

New York City
July 28, 1913

Mr. A. R. Garrison
New York City

Dear Sir:

I am asking you to read the inclosed advance proofs because I believe they contain a very timely and vital message to every thoughtful advertiser.

Time and again we have been asked by advertisers "How does SYSTEM justify its big September Number!"

These pages -- a personal talk of Mr. Shaw's with SYSTEM'S readers to appear in the August issue -- explain the fundamental economic reasons which underlie the far-reaching influence of this issue.

It is not a "special number" in the accepted sense of the word. It is simply the natural outgrowth of actual business conditions entirely beyond SYSTEM'S control.

These proofs I inclose explain this peculiar and very important situation -- only incidentally do they indicate why SEPTEMBER SYSTEM pays advertisers from 50% to 100% better than other issues.

Very truly yours,

E. R. Crowe

Eastern Manager.

ERC-ADK
inc.

Illustration of a New Form—Block Style

No. 5

As the present practice is to use letterheads of the same size for all etters, it is obvious that the shorter the letter the wider the margin will neces- arily be—and this applies to the top, the bottom and the sides. On the short nd medium length letters, the margin at the bottom may be left a little wider han the others. The printed pages in first-class books are a good example of his. By the use of wide or single space, as the case may demand, a good nargin can always be obtained. Within certain bounds, the wider the margin he better the appearance. A letter should never present a crowded appear- nce. A single-spaced letter filling the sheet from edge to edge is about the nost uninteresting thing imaginable. A study of the make-up of good books vill furnish valuable pointers in the arrangement of letters as well as all kinds f typed matter. The illustrations shown here will give a correct idea of the roper disposition of the average business letter on the letterhead.

Another point to be taken into consideration is paragraphing. Breaking ıe matter up into frequent paragraphs relieves the monotonous appearance nd invites the reader to read on. Paragraphs are usually indented uniformly .ve spaces. There is some difference of opinion on this point, but the best orrespondents take the view that typewriting is but another form of print- ıg and should be regulated by the rules that apply to printing.

There are a thousand and one other little details that bear on the subject f arrangement that must be taken into account. No matter how good your udgment may be in arranging the letter, if these details are not observed the ppearance of the letter will be marred. A few of these points are tabulated or the convenience of both typist and letter writer in studying and reviewing:

1. The letter should show an absolutely even touch.

2. Capitals and other full-face characters should be struck with a little heavier ɔuch in order to produce uniformity in appearance with the other matter.

3. The type should always be clean.

4. The punctuation marks should not perforate the paper.

5. Fresh ribbons are essential to good, clear, clean-cut copy. The color should be ı harmony with the printed letterhead.

6. Erasing should be avoided as much as possible.

7. Striking one letter over another should never be tolerated.

8. Poor spacing due to failure to strike the keys in even time can be overcome y careful practice.

9. The right-hand margin should be as even as it is possible to make it.

10. Judgment in the use of spacing between the lines adds much to the attractiveness f the letter.

11. Correct and uniform indentation of paragraphs adds to the appearance.

12. Use only clean paper that is free from finger prints. Avoid using paper that ıas been previously used as a "backing sheet."

13. Letters should be written on good paper and the envelopes should match the paper.

14. Letters should be written on paper of the accepted letterhead size—8½x11 inches. "Freakish" stationery of all kinds should be avoided.

15. The date should be on a line by itself and be even with the right-hand margin; a period need not follow.

16. Nearly all good correspondents now place merely a colon after the salutation.

17. The title "Mr.," "Mrs.," "Miss," or "Messrs.," etc., should always precede the name. Company names should not be preceded by "Messrs."

18. Accuracy in spelling, punctuation, and typing must be closely observed.

19. The misspelling of a name is *unforgivable.*

20. Improper division of words when the hyphen is used is a common error.

21. The point of starting the complimentary closing should be determined by the length of the signature, and should balance with the signature.

22. If a title follow the signature it should be written on the line below and be even or nearly even with the right-hand margin.

23. The letter should be examined for misprints and inaccuracies before it is taken from the machine.

24. Be careful to see that the letter is properly folded.

There is one caution that every young letter writer should observe, and that is, not to attempt to copy the style of every striking letter that comes to his attention. The letters that come to any one office are extraordinarily varied. A large proportion of them, it will be found, are poorly arranged, poorly typewritten and bear unmistakable signs of carelessness. The models given here conform to the accepted standards and are used by the best business houses.

The Envelope.—The chief consideration in addressing envelopes is accuracy; the second, attractive form. Too great care cannot be exercised in the former. The spelling of the name is very important—and it should be the same as that adopted by the owner of the name. He is the only authority on that—a law unto himself—and it is a mark of courtesy to consider his wishes in that respect. The name occupies the first line of the address on the envelope, the number and name of the street is placed on the second, and the third line contains the name of the city and the state. The first line begins just below the middle of the envelope and each succeeding line is indented five or ten spaces, depending on the size of the envelope and the length of address. The name of the state should always be given even when the letter is addressed to a large city. The titles "Mr.," "Mrs.," "Miss," or "Messrs." should always be used unless others are given. Where the address is long it may occupy four lines. A letter addressed to an official should bear his official title on the envelope. All lines in addresses on envelopes begin with capitals. Punctuation may be omitted at the end of lines. "No." is not

required before street numbers, nor "P. O." before box when the post office box number is given. In writing c/o use a small "c." Do not use the word "city" in addressing envelopes. The forms on the following page will show the proper balance of addresses on envelopes.

The addresses on longer or larger envelopes should be arranged similarly. A new form of addressing envelopes, adopted by some concerns, is as follows:

The Mellin-Starr Company
262 Market Street
San Francisco, California

Any incidental direction, such as "Personal," "Box 19," "General Delivery," "Care of," and similar instructions, may be placed in the lower left-hand corner. The envelopes should always bear the return address of the writer.

Folding.—A business letter should always be folded neatly. It should fit the envelope snugly. Each fold should be straight.

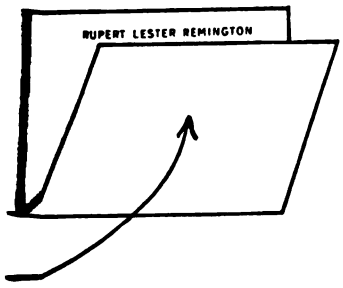


Figure 1

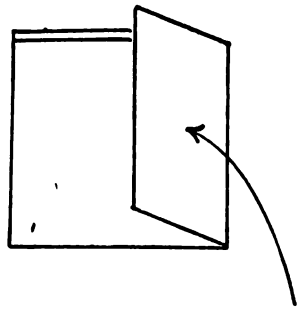


Figure 2

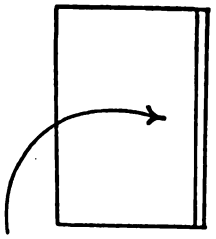
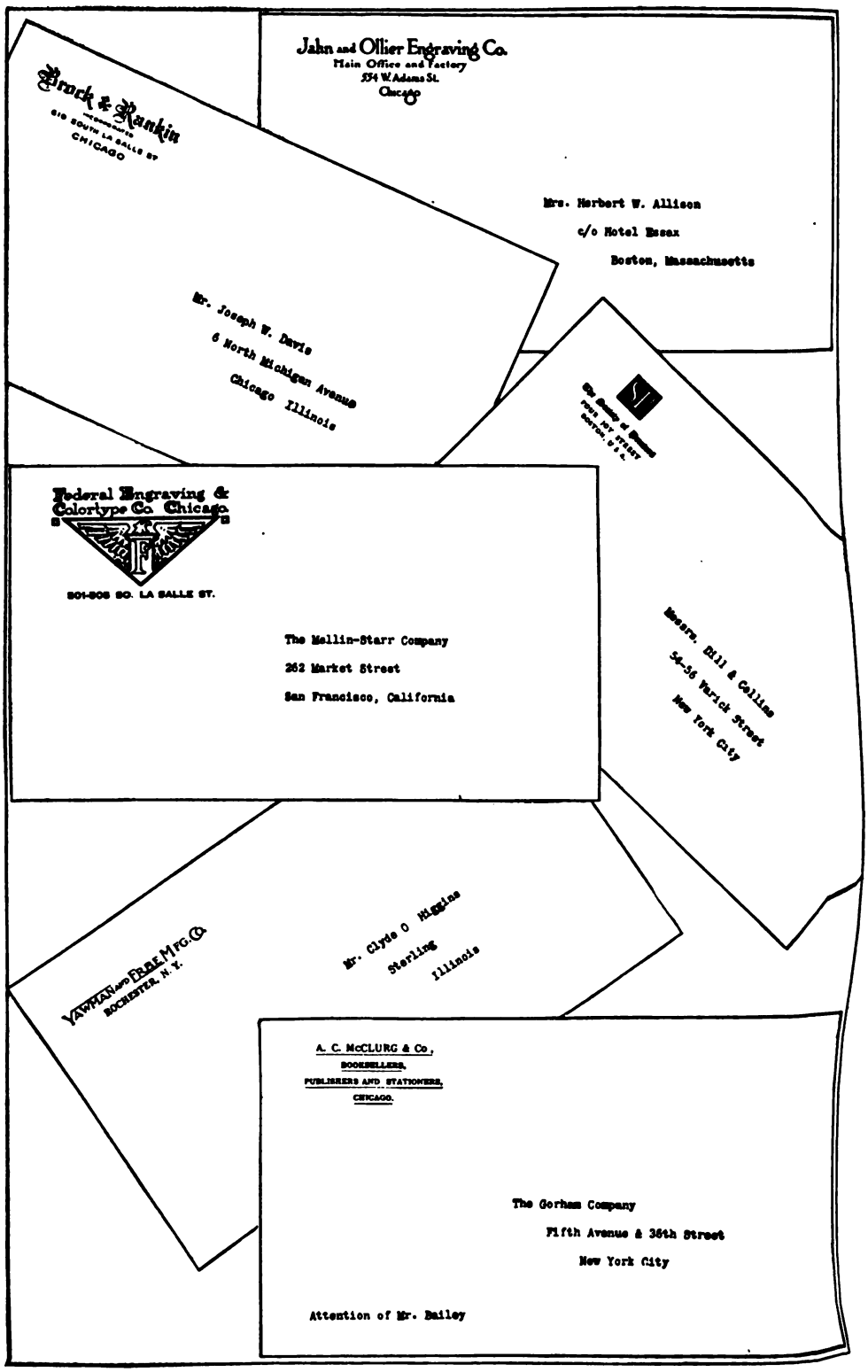


Figure 3

An ordinary-sized letter sheet is folded properly as follows: Grasp the lower end of the letterhead and fold upward to within 1/8 inch of the top—the slight margin at the top is left to make it easier to separate the ends in unfolding. See Figure 1. The second fold is made by folding from right to left—dividing the width of the letterhead into three nearly equal divisions. See Figure 2. The third fold is made from left to right, leaving a little margin as shown in the illustration, in order that the letter may be easily opened. The top of the letter when it has been properly folded and inserted in the envelope should be at the left end of the envelope after the letter is inserted.

Letters, of course, should not be folded until the signature has been


Brock & Rankin
INCORPORATED
618 SOUTH LA SALLE ST
CHICAGO
John and Ollier Engraving Co.
Main Office and Factory
554 W. Adams St.
Chicago
Mrs. Herbert W. Allison
c/o Hotel Essex
Boston, Massachusetts
Mr. Joseph W. Davis
6 North Michigan Avenue
Chicago Illinois
Federal Engraving & Colortype Co. Chicago
501-505 SO. LA SALLE ST.
The Mallin-Starr Company
262 Market Street
San Francisco, California
Messrs. Hill & Collins
54-56 Varick Street
New York City
YAWMAN AND ERBE MFG. CO.
ROCHESTER, N. Y.
Mr. Clyde O Higgins
Sterling
Illinois
A. C. McCLURG & Co.,
BOOKSELLERS,
PUBLISHERS AND STATIONERS,
CHICAGO.
The Gorham Company
Fifth Avenue & 36th Street
New York City
Attention of Mr. Bailey

EXERCISES

Copy and arrange the following according to the principles laid down in : foregoing discussion; paragraph and complete punctuation; address velopes for all letters; the letter in each case to be inserted under the flap the envelope:

1. Mr. James Jordan, Sandstone, Minnesota: Mr. W. A. Egan who represents us Wisconsin tendered his resignation this morning to take effect about August 15th. : have nobody in particular in view for the vacancy and thought you might be able recommend some one who is acquainted in that territory and who would make a good n for us. We want a first-class man and would be pleased to have you submit the nes and addresses of those you think worth investigating. We do not care however have too many applications coming to us. We only want to hear from those who are K. Hoping to hear from you promptly we are yours very truly.

2. Omaha, Nebraska, January 23, 1913. Mr. Edward P. Heminway, Agt., C. R. I. P. R. R. Co., Omaha, Nebraska. Gentlemen: We note in your letter of recent date contention of your General Solicitor that you were acting merely as warehouseman in matter of the goods burned at Farnam. It is our opinion that up to the 23d of y when our letter was received by Mr. Hadlock you may have been warehouseman on receipt of that letter by your agent at Omaha you again became a common rier charged to deliver the goods to us in safety. We know that as warehouseman ler the Nebraska law you would not have to carry the risk of fire except as it might due to negligence on the part of the company. However it would not be hard to ve negligence on the part of the company from the very fact that they permitted old fire-trap at Farnam to be used to house merchandise. But that is on the side. e point is that on and after July 1st you were again a common carrier and as a mmon carrier you are liable for the merchandise. Disposition was given at the very liest possible moment consistent with good merchandising as the goods were shipped a bona fide order and we had no reason to believe that the consignee would not ept them and we were justified in corresponding with him first before giving an ler for their return. We acted with all possible dispatch and your company was in session of disposition the day before the fire occurred. Yours respectfully.

3. St. Thomas, March 3, 1913. Mr. J. B. Thompson, Frt. Agent, Canadian Northern , Toronto, Ontario, Canada. Dear Sir: Referring to your letter of Feb. 27th ad- ssed to our Montreal Office in connection with statement covering outstanding freight rges of $15.60 on car of scrap wheels from St. Thomas to Woodstock we do not ık that you are entitled to ask payment of this account and will endeavor to give you ow the history of this transaction. We were desirous of making prompt disposal of ar of scrap to a Woodstock concern and telephoned your Storekeeper Mr. Reed at odstock stating that we wished to obtain as nearly as possible a car of scrap wheels Woodstock delivery. Mr. Reed stated that they had just loaded a car and if it had gone forward he would arrange to have this delivered in Woodstock. It appeared vever that this car had left before Mr. Reed could arrange for delivery at Wood- ck. When it arrived in St. Thomas the writer was advised of its arrival and informed ır freight office that we thought this car should have been stopped at Woodstock as wished to take delivery at that point. We were given to understand that the car

would be returned to Woodstock without freight charges. If later on the person giving the information found out this could not be done we think we should have been advised to this effect and asked whether we wished the car returned or not. If we had known that there would be freight charges covering the return of this car we would have taken delivery of it here and obtained a car later on from your people at Woodstock. In view of the above and as we were given to understand this car would be returned without freight charges we do not think you are entitled to ask settlement of this item. Yours truly Canadian Car Wheel Foundry Limited Superintendent.

4. St. Thomas, March 4, 1913. The Alberta Steel Works, Redcliff, Alberta. Gentlemen: We have your order No. 3278 of March 2 calling for 16—28" Cast Iron Wheels for Jimmy Cars as per your blue print No. 360. Upon referring to blue print we note it calls for wheels to have front hub flush with front of tread. We are unable to make wheels of this character as the nearest we can get to it with our pattern will be a 3/16" projection from tread of front hub. We will be in a position to make these wheels in a day or two and we are arranging to make same with the 3/16" projection. Please advise us by return mail if this will be satisfactory. Yours truly Superintendent.

5. Mr. R. W. Standley, 245 Wabash Avenue, Springfield, Ill. Dear Sir: We acknowledge receipt of your letter of Jan. 29th. We will mail you to-morrow a small platinum screw and nut for SV magneto. We return stamps for 12c over-payment. We are not the manufacturers of your magneto which was imported from England but for the convenience of the American owners of the English Buda magneto we are carrying a stock of repair parts. We regret to state that we have no price list of SV parts ready for distribution but we expect to get one of these out shortly when one will be sent you. Awaiting your further favors we are very truly yours.

6. The Regina Motor Mfg. Co., 4126 Delaware Avenue, Wilmington, Del. Gentlemen: We are in receipt of your letter of February 11th advising that you shipped four half-speed gears for credit. We received these on the same date as you will observe by our letter asking why they were returned. Some weeks ago we credited you with a defective half-speed gear which you had returned and we are going to issue a credit memorandum for these four. Please note however that we are not in a position to credit you with any more defective or worn-out British stock which you may return. Since we credited the first gear we have made a careful examination of the British spare-parts stock which we have on hand and find much to our surprise that it is deficient not only in material but in workmanship. The half-speed gear is the worst part of the lot. As you understand these are not made by ourselves but were imported from England to accommodate the owners of the British magnetos sold by the former organization of this Company. We cannot feel that we are responsible for the quality of these spare parts as we profited nothing from the magnetos themselves. (You will recall no doubt that the order for the British magnetos which you bought was placed before the organization of the American Company.) The position which we have adopted therefore is that we guarantee fully the quality of work which we put on the repairs of those magnetos but as far as the material and the spare parts themselves go the owner must understand that we have to take what we get from abroad and we will not be able to replace any that may prove deficient. Credit memorandum will be sent you in a day or two for these four gears but we repeat that we are not in a position to accept the return of any more of them or any other British stock. Very truly yours THE BUDA MAGNETO MFG. COMPANY, Per _____ Asst. Treasurer.

LESSON XXXIX

TITLES OF ADDRESS; SALUTATIONS

Custom decrees that every name must carry with it a title. The titles generally used are *Messrs., Mr., Mrs., Miss, Hon., Dr., Prof.,* and sometimes *Esq.*

Messrs., the abbreviation of *Messieurs,* the French for *gentlemen,* is applied to business firms that are in the nature of *partnerships;* as, Charles Scribner & Sons, Mabie Todd & Co., Chandler & Chandler. Such partnership names can generally be distinguished by "&" preceding the word *company.* Although many such firms are in reality corporations, the rule is a safe one to follow. The Western Electric Co., Barrett Manufacturing Company, are obviously corporation names and should *not* carry the title *Messrs.*

Mr. is the title applied to a man who has no other known title; as Mr. John S. Leech.

Mrs. is the title of a married woman; as, Mrs. James W. Foster. A widow in signing a letter should use her own given name, or initials, and should prefix "Mrs." in parenthesis before the name; as, (Mrs.) Jean Campbell. A married woman should sign her own given name, and write underneath, in parenthesis, the name of her husband with "Mrs." prefixed; thus, Mary Allen (Mrs. Geo. E. Allen). If a woman holds an official position, she is given the same title that in the same case would be given to a man. The salutation for a woman is "Dear Madam," whether she be married or single.

Hon., the abbreviation of *Honorable,* should be prefixed to the names of those who occupy, or have occupied, important government positions—cabinet officers, senators, ambassadors, governors, lieutenant governors, members of congress or of state legislatures, judges, mayors, etc.

Rev. is the title given to clergymen. *Rev. Dr.* may be applied, when the given name or initials are unknown, to a clergyman who is the holder of a scholastic degree containing the letter "D."

Dr. is properly applied to any one, either a man or a woman, who is the holder of a scholastic degree containing the letter "D."

Prof. is applied only to one holding a professorship in an educational institution conferring degrees. It is not properly applied to teachers in secondary schools, or to teachers in general.

Esq. is used to some extent in the legal profession, but it is gradually giving way to the title of *Mr.* The two titles—*Mr.* and *Esq.*—should not be used together.

The titles *Professor, Governor, Lieutenant, President, Captain, General,* etc., should not be abbreviated except when the given name is written. Examples: *Gov. John A. Dix.* If the given name is omitted, the title should be spelled out—*Governor Dix.*

No two of the foregoing titles may be used together, except in the instance noted of *Rev. Dr.,* and then only when the given name is omitted—*Rev. Dr. Gunsaulus.*

It is a mark of discourtesy to omit titles of distinction.

Do not use non-professional titles in the addresses on letters.

"General Manager," "President," "Secretary," etc., following a name are used merely as titles of designation and do not affect the prefixed title, whatever it may be.

Government Officials

In addressing communications to departments of the Government, address the officer rather than the individual.

The President: *To the President, Washington, D. C., Sir:* or *Mr. President:* The President is the only official whose name may be omitted in the address.

The Vice-President: *To the Hon. Thomas R. Marshall, Vice-President of the United States, Washington, D. C., Sir:*

A Cabinet Officer: *To the Hon. William J. Bryan, Secretary of State, Washington, D. C., Sir:*

A United States Senator: *Hon. W. E. Borah, U. S. Senate, Washington, D. C., Senator:* (*My dear Senator,* if the writer is an acquaintance.)

A Justice of the Supreme Court: *Hon. Edward D. White, Chief Justice United States Supreme Court, Washington, D. C., Sir:*

A Congressman: *Hon. James S. Davenport, House of Representatives, Washington, D. C., Sir:*

A Governor: *To His Excellency William Sulzer, Governor of New York, Albany, N. Y., Sir:* or *Governor:*

Army and Navy

A General: *Maj. Gen. Leonard Wood, Chief of Staff, War Department, Washington, D. C., Major General:*

A Minor Commissioned Officer: *Maj. John T. Knight, The War Department, Washington, D. C., Major:*

Give the rank in the salutation to any officer of the army or the navy above the rank of Lieutenant; "Sir" is the proper salutation for a Lieutenant or non-commissioned officer.

THE ADMIRAL: *Admiral George Dewey, Navy Department, Washington, D. C., Admiral:*

A REAR-ADMIRAL: *Rear-Admiral William P. Potter, Navy Department, Washington, D. C., Rear-Admiral:*

A COMMANDER: *Commander Henry B. Wilson, Bureau of Navigation, Washington, D. C., Commander:*

CLERGY—PROTESTANT

A BISHOP (other than a Methodist): *To the Right Reverend S. W. Funsten, Bishop of Idaho, Boise, Idaho, Right Reverend Sir:*

A METHODIST BISHOP, A CLERGYMAN, OR RECTOR: *Rev. Pembroke W. Reed, Rector of Trinity Episcopal Church, Buffalo, N. Y., Reverend Sir:* or *Reverend and Dear Sir:*

CLERGY—ROMAN CATHOLIC

A CARDINAL: *His Eminence, James Cardinal Gibbons, The Cathedral, 408 N. Charles St., Baltimore, Md., Your Eminence:*

AN ARCHBISHOP: *Most Reverend James Edward Quigley, D. D., Archbishop of Chicago, Chicago, Illinois, Most Reverend and Dear Sir:* or *Your Grace:*

A BISHOP: *Right Reverend Edward O'Dea, D. D., Seattle, Washington, Right Reverend and Dear Sir:* or *Right Reverend Bishop:*

A FEMALE SUPERIOR OF ORDER: *Reverend Mother Gervace, 1708 Summer St., Philadelphia, Pa., Reverend Madam:* or *Reverend Mother:*

A FEMALE MEMBER OF A RELIGIOUS ORDER: *Sister M. Jeanette, Dominican Convent, Jersey City, N. J., Dear Sister:*

PRIEST: *Reverend G. W. Corrigan, M. R., St. Joseph's Church, Newark, N. J., Reverend and Dear Sir:* or *Reverend and Dear Father:*

EXERCISES

Arrange the following names and addresses in proper form and give the proper salutations:

Mr. Willis N. Blakemore, 327 Elm St., Salem, Mass.

Mrs. Mary E. (Mrs. James R.) Harris, 308 Forest Ave., La Grange, Ill.

Miss Beatrice F. Lawrence, 715 Williams St., Quincy, Ill.

Miss Helen M. Bryce, (teacher of modern languages in the Univ. of Minn.)

Clayton R. Gowles (teacher of astronomy in Chicago Univ.).

James T. Fitch, M. D., 319 Delmar Ave., St. Louis, Mo.

Esther R. Stanton, M. D., 5 Hamlin Building, Kansas City, Mo.

Frederick P. Bourland, LL. D., 83 Columbia Terrace, Cleveland, Ohio.

Edward F. Dunne, Governor of Illinois.
Brand Whitlock, Mayor of Toledo.
Dr. Lyman Abbott, 582 Madison Ave., New York City.
Rev. Henry Faville (pastor of First Congregational Church, Terre Haute, Ind.)
Brother Bernard, St. Bethany College, Newark, N. J.
Father Mortimer, University of Ottawa, Ottawa, Ont.
Sister Superior, St. Mary's Academy, Melrose, Mass.
Sister Cecelia, Sacred Heart Convent, Medina, Pa.
His Excellency, the Most Rev. John Bonzano, D. D., Archbishop of Militen.
His Eminence, William Cardinal O'Connell, Archbishop of Boston.
Most Rev. Edmond F. Prendergast, D. D., Archbishop of Philadelphia.
Rt. Rev. John William Shaw, D. D., Bishop of San Antonio, Texas.
Rev. Howard Duffield (pastor First Baptist church), Pittsburgh, Pa.
Rev. John Thomas, D. D., 48 Pembroke Ave., Boston, Mass.
Robert E. Speer, D. D., 1796 Yale Ave., New Haven, Conn.
The McCormick Harvester Company, Moline, Ill.
Engle & Lawrence, Attys., Blain Block, Baltimore, Md.
Miss Verna A. Moore, c/o Webster Institute, Bethlehem, Pa.
Dr. James A. Fisk, Eureka College, Eureka, Illinois.
Henry C. Martin, Box 584, Raritan, New Jersey.
Isabelle K. Jamison, c/o Mrs. John Martin, 3264 Monroe St., St. Louis, Mo.
Francis H. Drake, Pres., National Harvester Co., Elgin, Ill. Personal.
Baker & Taylor, Advertising Department, 54 Washington Square, New York City.
The Mayor, City Hall, Chicago, Illinois.
Hon. Carter H. Harrison, Mayor, City of Chicago, Chicago, Ill.
Hon. Carter H. Harrison, Mayor, City Hall, Chicago, Illinois.
F. W. Craft, Att'y., 408 Title & Trust Bldg., Chicago, Illinois.
Hon. John P. McGoorty, Judge, Circuit Court, Cook Co., Court House, Chicago, Ill.
The President, White House, Washington, D. C.
Hon. James F. Burns, Alderman 21st Ward, Council Chambers, Chicago, Ill.
Capt. Nulton J. Elliott, Co. L, 27th Infantry, Ft. Sheridan, Illinois.
Mrs. Elizabeth C. Hamilton, 568 Rogers Ave., Baltimore, Maryland.
Harris & Harris, Electrical Engineers, Frick Bldg., Pittsburgh, Pa.
Hon. John A. Melville, Department of War, Washington, D. C.
Superintendent of Public Instruction, Albany, N. Y.
Hon. Wm. J. Bryan, Secretary of State, Washington, D. C.
Commissioner of Public Improvements, City Hall, New York.
Miss Ida M. Jarvis, Burt, Kossuth Co., Iowa.
Mr. Frederic E. Case, Harrisburg, Pa., General Delivery, Station 12.
James M. O'Connor, Kent, Me., R. F. D. Route 13.

LESSON XL

THE COMPOSITION OF BUSINESS LETTERS

Ideas are the basis of all letter writing. Without ideas, no matter how much you know of the technique of letter writing, or what you know about grammar or rhetoric, it will be impossible to write a good letter.

Business letters are written primarily to *sell something,* to *tell something* or to *ask for information about something.* They are written to convey a message of some kind. The more we know about the thing we are selling, or about the thing we are describing, or how to get information about something we want, the better letter we shall be able to write. That is, we shall be possessed of the *idea.* Ideas will be developed as you learn more about business, and will also be developed by practice in writing about something you know, or about which you can learn. How to express your idea the most convincingly, to tell about the thing most clearly, or to ask definitely for information desired, will depend entirely on the words you use and the manner in which you weave them together. And this is your style—plus the idea you start with.

"Style" in Writing a Business Letter.—Style in writing is very elusive, and is one of the most difficult things to define because it is peculiar to each individual. No two people will tell a thing in exactly the same way. Since style is something that cannot very well be analyzed, it is plain that no inflexible rules for acquiring it may be laid down, nor would it be desirable even if possible. The letter or any other piece of literature that stands out above its fellows is the one that reflects the originality and personality of the writer. Originality in a letter is the quality that gives to it its character, its naturalness, its vividness, its life. If all letters were patterned after the same model they would be deadly monotonous. That is why the old-time business letters are so monotonous; they are burdened with meaningless phrases. But a study of the work of the best writers—of both business and English literature—discloses certain characteristics that we may appropriate and make use of to our advantage in writing business letters. A discussion of some of these points will aid you in correct expression of your ideas.

The Language You Employ.—One of the first essentials to good style in business letter writing is the command of an adequate vocabulary. The term "vocabulary" naturally brings to the mind of the average person the idea of an interminable list of long and unusual words. But just the opposite of that is what is wanted by the writer of business letters. You must

keep in mind always that your letter, to be effective, must be ***understood,*** and words that have a common meaning to the greatest number are the most potent. Your words must be adapted in large measure to those to whom you are writing. You can make no mistake in using ***simple*** words; long and unusual words may not be understood by your correspondent.

Plainness also in a business letter should never be feared by the writer, but this does not mean that you should not make the language graceful and beautiful by the wise selection of the words you use, and by the artistry with which you weave them together.

The problem of the selection of words is largely a question of taste, but the important thing to determine is their appropriateness. The appropriate use of a word consists simply in selecting the right word for the right place.

While it is true that short, simple words are generally to be preferred, longer words, if they convey ***exactly*** the meaning you intend, are often advisable. A long word is often not only much more expressive, but effects an important economy in attention. As a test of a word, apply these questions:

Does it express the ***meaning?***
Will it be ***understood?***
Is it the ***best*** word for the purpose?
Is it ***essential*** to the ***clearness*** of the sentence?
Is it ***appropriate?***

A dictionary is a valuable aid in studying words, but it is well to bear in mind that the dictionary contains thousands of words that are not in ***current*** use. For this reason it is not always a safe guide. The way in which the best contemporary writers use words is the most practical guide.

Some Words to Avoid.—There are some words in current use, however, that should be avoided as much as possible in business letters. They are such words as "herewith," "hereby," "thereto," "furthermore," "inasmuch," etc. They should be avoided for the reason that they are formal, stiff, and lifeless—they give your letter too much the air of a legal document.

In writing to persons not in the "trade"—that is, those who are likely to be unfamiliar with the phraseology peculiar to any particular line of business—avoid the use of ***technical*** terms, such, for example, as "to cover cost of transportation." In such an instance "freight" or "express" charges would be much clearer to the average person. Avoid also the use of such hackneyed expressions as "valued favor," "esteemed inquiry," "your esteemed favor," "inclosed please find," "we inclose herewith," (if a thing is ***inclosed, it necessarily*** must be ***herewith***), "we take pleasure in informing you." "Valued" and "esteemed" as thus used are meaningless. They are relics of a by-gone age.

Cultivate originality in the use of words—say old things in a new way—and you immediately focus attention.

The following letter is a good example of the ordinary dry, pointless "business" letter. It was actually written and mailed by a wholesale merchandise broker. It is evidently an answer to a request for catalog, price list and discount sheet, and yet the writer failed to realize the advantages the opportunity offered to write a good selling letter.

Dear Sir:

Yours to hand and contents noted. Inclosed you will please find my wholesale price list and discount sheet which I trust you will find satisfactory. I send you my illustrated catalog in another inclosure. I am prepared to ship promptly and will give you work that will meet every demand of your trade.

Let me hear from you and oblige

Yours truly,

Here is the same letter re-written from the standpoint of the business man who realizes the possibilities of letters as selling mediums.

Dear Sir:

My catalog, which you asked me to send you, leaves New York in this mail. It is our latest and best book. We are proud of it because my men believe we have put into it everything a dealer wishes to know about our baskets before taking the important step of ordering of us.

We should like to read aloud to you every word printed on pages 10, 11 and 12. Will you turn to those pages now? Our traveling men say the description given there of how we make our baskets is the most interesting thing ever written on basket-making. Take the catalog home and get your wife's opinion of it. We are as eager to know what she thinks of it as you are.

The first time you can get away from your store, why not take a little trip to New York and see our basketries? You would have an entertaining and profitable story to tell your women patrons.

There are 3000 baskets listed and described in the catalog, 101 of which are illustrated. You have a wide range of selection. If you will write us about what sizes and character of baskets you have planned to lay in this fall, we will gladly make suggestions. We sell to hundreds of dealers in baskets and our experience may be of value to you.

At any rate, tell us what you think of our new basket book.

Very truly,

Incs

This letter is original—it interests, it creates a feeling of confidence, it is toned to win the friendship and consideration of the recipient.

EXERCISES

Reconstruct the following letters, selecting the simplest and most expressive words possible to convey the thought of the writers:

1. Regarding the terms of the lease upon the property of Williams we have to say that the owner is willing to lease the house to you from March for one year, at

sixty dollars per month, with the privilege of renewal for one year at the same price. The option to purchase he will give as follows:

If at any time during the term of his lease he should receive from any other person or persons a bona fide offer for the premises such as he would accept, he agrees to give you five days' notice to that effect, and if you would take advantage of the option given, he reserves the privilege to sell to some other persons at any price or terms that he may see fit; possession to be given at the expiration of the existing terms.

Kindly advise us if you will accept this offer.

Before beginning to write, analyze this letter thoroughly and be sure you have the ideas in mind. If you do not know what such expressions as "bona fide" mean, look them up in the dictionary. Eliminate all hackneyed business expressions.

2. We acknowledge receipt of your letter of the 29th. This morning I telegraphed that we had shipped you a car Tuesday and we will try to hurry it forward. We feel sure that you appreciate the condition of the soft coal business at the present time occasioned by the lack of cars in which to ship, and the slow movement on the line of railway. We will do everything possible to keep you supplied and will ship you another car load just as soon as we receive a suitable car.

Thanking you for your kindness in intrusting your business to our care, we are

Very truly yours,

3. A meeting of the Men's Democratic Club of the 15th District in the 7th Ward will be held Monday evening, June 21st, in the assembly room of the clubhouse, 750 Prospect Avenue, to discuss the repaving of Fifth Avenue from 42d Street, North, with asphalt paving. You are requested to be present.

4. We received your form letter of the 5th inst. with a list of students whom you are prepared to recommend. We are at the present time looking for a stenographer and office clerk for our branch office on Main Street. We desire someone who is intelligent and possesses good business qualities, who is willing to start at a moderate salary and work up. The work at first will be very simple, but it requires accuracy and an attention to detail, promptness and a knowledge of office practice.

We would like to know more about some of the young men—their personality and habits—whose names you have given on the list. Kindly give us all the information you can.

Very truly yours,

5. I have just enlarged my store on Center Street to double its former size, and have arranged to carry a first-class line of ladies' dress goods, and in addition, notions and fancy articles in which I have been dealing for the past ten years.

I should like to open an account with you and buy in small lots—not exceeding $100.00 at a time—and ask for one month's credit.

I refer you, for information as to my financial standing and business integrity, to the First National Bank in this city and to Mr. W. S. Smith, also of this city.

Please send me your catalog, together with price list and discounts.

Very truly yours,

LESSON XLI

HOW TO CONSTRUCT EFFECTIVE SENTENCES

The next point to be considered—after you have decided that you will use simple, understandable words—is your sentence structure.

The first requirement in the writing of effective sentences is that the *arrangement of the words be logical.* An important thought that we must keep in mind is that the ordinary sentence makes a statement and is through; but the "business" sentence must do more than this—it must describe, convince, sell, adjust differences.

The length of the sentences we use has an important bearing on the effectiveness of our language. Correspondence English runs to what has been aptly termed the "salesmanship style"—short, snappy, full-freighted sentences. It is a variation of the epigrammatic style, with good strong, selling arguments added to it. Short sentences, like short words, are much more easily understood. The short sentence lends itself naturally to simplicity of treatment, if properly handled; but a series of short sentences, unrelieved by an occasional longer one, produces an effect of jerkiness. A succession of long sentences, on the other hand, produces a heaviness and formality that would be out of place in business correspondence. It is by a judicious mixing of the two that the best effect may be produced.

There is one important point to be observed in writing any kind of sentence—arrange the parts so that the *bearing of one part to another will be clearly understood.*

The good sentence possesses three qualities—*unity, coherence,* and *emphasis.* And what is true of the sentence in this respect, should be true in a broader sense also of the paragraph structure and of the business letter as a whole. A sentence, to be *unified,* must have *one central idea.* Two ideas in one sentence are disastrous. To produce unity in your sentences, observe the following:

1. Make sure that the sentence has a *main* idea; exclude all details not bearing on that idea.

2. Make each sentence short enough to be understood as one idea, but long enough to form a definite section of the thought of the paragraph of which it is a part. A sentence is a unit in thought when it makes one complete statement; when the subject of a thought changes, a new sentence becomes necessary.

Coherence in a sentence means simply *consecutiveness.* Or, to use a common expression, it means that the words should be placed in logical sequence—in "one-two-three" order. The words should be so arranged that the reader is not forced to *go back* to see how the various parts hang together.

The following suggestions will assist you in securing coherence in your sentences:

1. The sentence must stand for *one central idea.* Be careful to say one thing at a time.

2. Do not join in one sentence two or more statements that are parts of the same idea.

3. Avoid long, rambling sentences. Do not burden sentences with details. An attempt to say too much in a sentence leads to confusion.

4. Be cautious about appending a phrase or a clause to a sentence as if by afterthought.

5. Care in the use of connectives is essential.

6. Every word of reference should point with absolute accuracy to the word or expression to which it is intended to refer.

Emphasis and Force in Sentences.—When we write or speak we naturally, and often unconsciously, emphasize certain words to make our meaning clear. In writing we emphasize a word by underscoring; in speaking stress of voice is laid upon it. Emphasis is a powerful aid in effective expression. In many sentences it is indicated by the form of the sentence—whatever is *important* is given an *important* place. Usually the important places in a sentence, a paragraph, or the whole letter, for that matter, are the *beginning* and the *end.* The end particularly, is of importance as a point of emphasis. A most frequent cause of lack of emphasis in a sentence is "wordiness." It is a safe rule to strike out all words that do not add to the meaning. Sentences are often given a weak ending by a failure to observe the law of climax—which is simply that *the interest of the reader should grow as the composition progresses.*

Another point to be considered in sentence making, and in the business letter as a whole, is *force.* Force in composition is the quality that holds the attention of the reader.

Force is the appeal that words make to the *feeling; clearness* is the appeal they make to the *understanding.*

Force is obtained:

By using expressive words.
By placing the words in emphatic positions in the sentence.
By varying the length of sentences.
By keeping persistently to one idea—"sticking to the text."

The following is a letter that is forceful in its presentation and combines with it clearness and emphasis.

In reply to your letter of the 7th, I desire to say that Mr. Lawrence Wakefield was manager of our electric lighting plant for some ten years. He had the confidence and

co-operation of our business men, placed the enterprise on a financially successful basis, and withdrew, to our regret, to take a position of larger responsibilities.

He is a Cornell man, is technically well informed, and possesses the ability of handling subordinates efficiently. His ideas, while progressive, are conservative enough to make him a safe executive under all circumstances. Judging from his record in Jamestown, I would consider him qualified by training, experience, and temperament to take charge of your plant and prove a popular and efficient manager.

Below is given the letter as it was actually written—and which manifestly was very faulty from the viewpoint of forcefulness.

In reply to your letter about Mr. Lawrence Wakefield, I have to say that I have known Mr. Wakefield for some little time and have never heard anything against him. He has never worked for me so I cannot tell much about his ability, but I trust that if you decide to employ him, he will give satisfaction. He acts like a nice fellow.

The Opening Sentence Important.—As we have seen from our study of emphasis, the beginning and the end of sentences are of very great importance. The principle applies also to the letter as a whole. The opening sentence in a business letter is of vital importance, especially if you are trying to win the attention and favor of the reader, who may or may not be interested in what you have to say. The opening paragraph of a business letter often determines whether or not it goes into the waste basket unread.

Guard against the obvious in the opening sentence of a letter. The opening paragraph of the average business letter usually contains one or more of such lifeless phrases as: "We take pleasure in informing you"; "We beg to acknowledge receipt"; "We are in receipt of your inquiry." These should be avoided. If your letter is in response to one already received, it is, of course, proper and essential that you make some reference to the previous letter for the purpose of recalling the subject to the reader. But even here you have a little chance to display originality. Note how the usual stereotyped expressions are avoided in the following openings:

Your request for prices and catalog, dated August 26, is greatly appreciated.

Your inquiry gives us an opportunity to get acquainted.

After you have looked over the catalog which we are sending you in accordance with your request of the 22d, there may be some points on which you require additional information. Your further inquiry will be welcome and shall have our careful attention.

EXERCISES

Reconstruct the following letters, applying to them the principles of proper sentence construction just discussed. Change the whole plan of the letter as to its presentation of the ideas if you can work out a more logical arrangement. These five letters are typical of the hackneyed business style.

Eliminate all such expressions as "We beg to call your attention." Put a little originality into them, but be sure you use simple, easily understood words:

1. Replying to your favor of the 11th, we will furnish you the buggy, as described in your letter, made of good material, in A grade, with set of harness, for $175.00, f. o. b. St. Louis. We do not deliver any of our work; all quotations are made f. o. b. cars St. Louis.

If you wish a very heavy job that will stand a very rough country, we refer you to the No. 20, or No. 5, in catalog. If you wish a lighter job, we think the Dexter Spring or the Coil Spring would suit you. We could put a heavier wheel on either of these two last named jobs, if desired. The Shell Band wheels are made with staggered spokes and are said to be very good wheels. We do not claim that they are better than good Sarven Patent wheels.

Hoping to be favored with your order, we are

2. We have your favor of the 19th inst. Would say that we are sorry to learn that you have been having some trouble with one or two of the stoves we sold you. It is quite likely that your customers built a quick fire in the stove without putting any ashes in the fire-box, and loosening the bolts. If you would be careful to caution your customers to always put ashes in the fire-box and loosen the rods and bolts, we think you would have no such complaint as you now make. Any castings that break from heat, we replace free of charge, f. o. b. Springfield. If you will send us an order for the castings needed for this purpose, we will be pleased to fill it.

3. Something over a week ago our Cleveland house, the Co-operative Stove Co., at our request, mailed you their illustrated catalog. Probably no quotations were inclosed. Would state that all stoves are subject to a discount of 50 per cent from catalog list prices, except those named on special net price list which you have. We think that we have everything in stock here in Springfield that your trade will demand, except the ranges. Some of these we carry, and any of these that have to be shipped from Cleveland will be shipped with the understanding that you are to have Springfield freights.

4. We beg to call your attention to our circular of Steam Pumping Machinery, handed you herewith, and to inform you that we are prepared to furnish estimates, plans, and specifications, for steam pumping machinery for hydraulic elevators, feeding steam boilers, house-tank service for office buildings, apartment houses and hotels, also pumps and boilers combined, for country houses. Our pumps are recommended as absolutely noiseless for any of these services. We are also prepared to furnish estimates for larger plants complete, for municipal or village supply, sewerage, etc. All our work is thoroughly tested, and, being made of templates, all parts are interchangeable. Full lines of duplicate parts are kept constantly in stock at this office where the service of competent, skilled, resident machinists can be obtained at any time, for the purpose of making necessary repairs or alterations.

Soliciting your inquiries and correspondence, we remain

5. Have you as yet arranged for your fall advertising? If not, it might be to your interest to consult us before you do so. If you are looking to place your advertising on an economical basis with the maximum results, we should like to acquaint you with our methods of doing business. Our many years of experience are at your disposal. We know pretty thoroughly the value as an advertising medium of nearly every publica-

tion in the country, as we have done business with them all and will recommend only such mediums to our customers as are best suited to their business.

The interest of our customers is identical with ours, and the writer's sole duty is to study the advertising features and business in general of our customers and advertisers who may write us for suggestions and information as to the best way to promote and increase their business. We have also in our employ ad writers who are second to none, and whose services are at your disposal should we be intrusted with the handling of your advertising. Our customers get the benefit of our extremely low rates.

We shall be glad to furnish you prices and full particulars on any work in our line, and believe it will be to your interest to let us figure with you before placing your fall advertising. It is not so much what you say in an advertisement as how you say it. Thousands of dollars have been worse than wasted on poorly written ads and as a natural consequence the mediums carrying these ads are condemned when the ad fails to bring results. The same article handled by an experienced ad writer might have proven a great success.

Don't buy advertising like you would a load of hay, when it doesn't cost any more for the employment of brains, which is essential in the placing of advertising on a profitable basis. May we show you what we can do for you in this direction?

Awaiting an early reply, we beg to remain

LESSON XLII

THE "OUTLINE" IN LETTER WRITING

In writing a business letter, or any other composition, the young writer will be able to present his ideas in much more logical sequence and produce a piece of work that hangs together better as a whole if he will first make an outline or summary of the topics he intends to write about. The outline at first should be very full. Many ideas will probably suggest themselves which seem to bear directly upon the subject, and when these have been noted you can rearrange the outline, placing the different subjects in the most logical order. It may be that in going over the outline you will see that many of these ideas are not really relevant to the subject, and they can then be stricken out.

In writing from the outline, dispose of each topic fully as you come to it so that a return to it will not be necessary. Analyze the whole question and try to present your ideas in as logical order as possible. Whether or not you have arranged your outline logically will be easily determined when you have finished. As experience in handling letters is obtained, the outline will become less and less essential to an orderly presentation of the message, and finally may be dispensed with almost entirely. The experienced letter writer will be able to carry in his mind the topics of the letter and to dispose of them systematically. Most business letters are brief, and, dealing usually with but one topic, can be disposed of without an outline.

EXAMPLE OF OUTLINING

The Outline	*The Letter as Written*
Acknowledgment of inquiry. About sending booklet and answering questions.	In answer to your inquiry we take pleasure in sending you under another cover prospectus of the Charles Dudley Warner Library of the World's Best Literature, now nearing completion, also a booklet containing answers to the questions that you may wish to ask regarding this great work.
The saving effected by the Club plan. Various bindings offered.	As you will see from inclosed application blank, by joining the present Club you secure the Library at a saving on the regular subscription price of over $1.00 per volume on the cloth binding, over $1.25 per volume on the quarter Russia binding, over $2.00 per volume on the half

The reason for the low prices. Advanced prices later by agents.	Morocco binding, and over $2.50 per volume on the full Morocco binding. This low price is conceded to introduce the work quickly so that its merits may be well known by the time it is complete, when it will be sold by agents at the advanced price.
An inducement of 10 days' examination. Applications accompanied by $3.00. Delivery of books.	That there may be no hesitation or delay in your decision at once to take advantage of our Club offer, we give you the additional privilege of ten days' examination of the volumes, when if not satisfactory they may be returned and your money refunded. You have only to send your application on the inclosed blank with $3.00 when twenty or more volumes will be sent you at once and the final volumes to complete the set within a few weeks.
Club.	We inclose return envelope and shall hope to welcome you as a member of our present Club.

Recasting Letters.—Recasting a letter that has already been written, putting it into different form and words, is a most valuable exercise for the beginner in letter writing. Since such letters have the "idea" to start with, the student can devote his entire attention to its forceful presentation.

The Paragraph.—Paragraphing in business letters is an important aid in securing clearness and a logical treatment of its subjects, and is also important from the artistic standpoint. As soon as we have the subjects of a letter in mind, the ideas related to it will begin to arrange themselves in groups. For example, if we have several topics to be discussed in a letter, each should be treated in one paragraph usually introduced by a topic sentence which prepares us for what follows. If the topic is such that an extended treatment of it is necessary, it will naturally be divided into subdivisions.

A paragraph should be a collection of sentences treating on one subject, *or one view of a subject.* It should have unity, coherence, emphasis, just as the sentence has. To gain unity, the paragraph should treat of one subject. To gain coherence, the sentences should be arranged in logically *connected* order. Placing the important thoughts in the important places—that is, at either the beginning or the end—will give emphasis.

The order of the paragraphs in the whole letter will be determined largely by the plan the writer prepares before beginning to write. If the paragraphs are not arranged in logical order, the reader is likely to become confused.

Paragraphing, at best, is a question of taste. A business letter may consist of one or more paragraphs, according to the number of subjects, or the number of phases of one subject discussed. The first paragraph should indi-

cate the purport of the letter, and in the last paragraph should be given the courteous closing phrases.

EXERCISES

Make an outline of the following letters. Be sure to embody all the ideas, but place them in logical order.

From the outline "recast" the letters in your own language as far as possible.

Be sure to paragraph the letters in accordance with the foregoing suggestions.

[Student: Insert name and address]

1. In answer to your letter of the 12th, it gives us pleasure to send you the various items so far as we are able to meet the order. The goods have been forwarded to you by express, charges prepaid, as requested. We had no Point d'Esprit boas, but we have sent you others among which we trust you will find one to please you. We are not sure that we understand your inquiry about lace frills. If you prefer the duchess flounce, the price would be $7.50 a yard; the length which we have is 6¼ yards. The price which we quoted is considerably reduced and is the lowest we shall be able to accept. As you no doubt know, this quality of lace could not be imported for so low a price.

[Student: Insert name and address]

2. I am informed that Prof. Walter H. Page, of the University of New York, who is one of the United States delegates to the International Educational Conference, is to be in the West during the last week of December and the first week of January and that he will be available for lecture engagements. If I had not arranged for the meeting of the Geographical Society of San Francisco on the first Tuesday in January, I should be glad to give Professor Page one of those dates. However, I have definitely arranged for other speakers and cannot, therefore, give him a place on the program, which I very much regret. I know Professor Page personally and have heard him speak a number of times. I think him to be a strong man and a very interesting and instructive speaker. It is for this reason that I am bringing him to the attention of your society, thinking you may wish to invite him to give an address during one of the weeks he will be in your vicinity.

[Student: Insert name and address]

3. We are sorry that you have had so much trouble and inconvenience with the tires of your bicycle, about which you write in your letter of the 15th. Four punctures in a month is most certainly a disagreeable experience. The punctures may be attributed to any one of three causes:

1. The large number of pieces of glass, nails, or other sharp obstacles in the roads of your vicinity.
2. Lack of inflation of the tires.
3. An imperfect tire.

We cannot help thinking that the first is the most likely of the three causes as we have sold a large number of machines equipped with these tires during the past few years and have only had a few complaints about punctures. No doubt you have considered this point before writing to us. Improper inflation is a frequent source of puncture and the only way to guard against puncture from this source is to see that your tires are pumped so hard that it is almost impossible to make an impression on them with the fingers. And this applies especially to the tire on the back wheel on which the bulk of the rider's weight naturally falls.

The third cause is an unlikely one, but, of course, no tire maker in the world could say that it was impossible for we know that even with the best methods of manufacture and the employment of the best materials that can be obtained, defective tires do find their way into the market. We would suggest, therefore, that before condemning the tires entirely that you reverse the front and back tires, and if you continue to have trouble with punctures we shall be glad to take back the tires and replace them with others free of charge.

If you are satisfied, however, that the fault is entirely with the tires themselves, please return them to us paying the transportation charges, and we will have them thoroughly tested. In case they are defective, we shall, of course, be glad to replace them without expense to you.

4. I had a conference yesterday with Mr. Crosby, superintendent of the Painting Works, and he said that he was willing to allow you your wages per week, until such time as you sufficiently recovered to resume work, and then to place you in some light service for such a time as was necessary before entering upon your former duties. He also said that in lieu of this he would be willing to pay you a sum which would amount to your wages for that time, and I presume doctor's bills, etc., but you have been already apprised of this proposition and it will be nothing new to you.

We went over the circumstances of the accident very carefully, and it is purely a matter now for you to decide, as to whether you care to institute proceedings or not. I wish, however, if you are able, that you would come and see me at the office, in order that we may fully discuss the matter before taking any further steps, and if you are not able to do so, kindly let me know, and I will arrange to call and see you. Kindly let me hear from you.

5. It is several weeks since we wrote you about some printing you intended to get out. Since then, in looking over our records (which is our usual custom), we fail to find an order from you.

We write this letter to ascertain, if possible, the reason. If there is anything in our way of doing business that causes your hesitancy in ordering, we should like to have you be frank with us, and allow us to explain all doubts to your satisfaction.

We want you to remember that we are anxious for your printing patronage, no matter how much or how little you may need. It is not one order we desire from you, but should like you as one of our pleased customers, and hope to obtain your patronage by our good work at money-saving prices.

If it is convenient, kindly inform us on the inclosed postal card if there is anything further we can do to obtain your order, or tell us why we were not favored with the same.

LESSON XLIII

BREVITY AND CLEARNESS

As a rule, business letters should be as brief as is consistent with clearness, yet some business letters are far too brief—they would be better left unwritten because they may leave an unfavorable impression in the mind of the reader that may be impossible to overcome later.

Business men are busy men and wish to gain their information quickly. Directness, however, should not be confused with bluntness or curtness. The right kind of brevity is obtained through the wise selection of words and phrases backed by clear seeing and clear thinking. If your ideas are confused, it is certain that your statement of them in writing will be confused. We must first think out clearly and distinctly the ideas we wish to express, and then select the clearest and most logical wording we possibly can to express them. Brevity is not always a virtue. If your letter is so brief that it requires further correspondence to clear it up, you have gained nothing by "brevity."

Most letters are but a link in a chain of correspondence. Thus matters that would be perfectly clear in a letter of a series would be unintelligible if isolated. Where there is much to say, a long letter will be needed to say it, but in the saying of it brevity may be obtained by eliminating all repetitions and wordy sentences—by making the wording smooth, simple and economical of the reader's power of attention. A good test to apply to the letter is to ask yourself these questions:

1. Does the letter have the idea to start with?
2. Does it impress the idea simply, forcefully and convincingly?

The following letter is an illustration of tedious wordiness:

Dear Sir:

We are in receipt of your letter of the 7th and beg to advise that your order will receive our best attention as soon as we are in position to ship the fans you want. We regret to say, however, that our stock of these is just now entirely depleted and owing to the long continued hot weather and the consequent large demand for these fans, the manufacturers inform us that they shall probably be unable to supply us with any more for several days to come; it may be over a week before we can obtain a supply sufficient to fill your order.

We are very sorry not to be able to fill this order and assure you that we always make every effort to meet your desires promptly. If you are unable to get these fans elsewhere or if you can wait for them until the 15th of the month we hope you will write us again as we will have a supply by that time.

Again expressing our regret that we are unable to serve you in this instance with

ur usual promptness, and trusting that you will continue to favor us with your patronage, re are

Yours truly,

Here is the same letter rewritten to illustrate the advantage of brevity combined with clearness and originality.

ear Sir:

The long spell of hot weather, which caught us unprepared, has cleaned us completely out of No. 9 fans specified in your letter of the 7th. We have tried to collect nough fans from our neighboring jobbers to fill your order, but they are no better ff than we are. The situation is as unusual as it is annoying.

We have this to suggest: our next supply is due on the 15th. As soon as it comes re will rush your order to you. Will this help you?

Regretting exceedingly that our reply cannot be more favorable, we are

Yours truly,

EXERCISES

Embody the following ideas in letters, bearing specially in mind the ecessity for both *clearness* and *brevity:*

1. An old friend of yours has attained high honors at the college he is attending. Vrite him a letter of congratulation.

2. You are the correspondent in a wholesale dry goods house. Write a letter to salesman, traveling in the Northwestern part of the U. S., informing him of certain hanges in prices in prints, of certain numbers, also making alteration in his route. ive him the names of firms he is to call upon in some new towns on his route.

3. Write a letter to a wholesale house acknowledging the receipt of part of the oods which you ordered, mentioning some which have not arrived and complaining hat some of those received are not up to the samples by which you bought.

4. You are contemplating going into the furniture business and write to your riend, W. S. Blackman, of Peoria, Ill., asking what the chances are for a young man n Peoria. Make the letter full. State about what capital you have at command, and sk for full information.

5. To a friend telling of some good fortune which you have lately enjoyed.

6. As one of a committee of twenty-five citizens you have been requested to draw p a letter to the mayor and City Council of your city, asking for certain improvements in the streets of your ward. In writing the letter, you will need to make a good tatement of your case.

7. To your former employer, Mr. Joseph Bierce, Kirkville, Mo., asking him for a tter of recommendation. Ask him to mention particularly your ability as a window rimmer.

8. To the head of your firm, Mr. J. E. Alexander, President Alexander Mfg. Co., esigning your position as credit man. Your health demands that you take a vacation nat will be long enough to give you a complete rest. Since you cannot determine how ng that will be, you think it better to resign.

9. You have been a faithful and valuable employee of Alexander Mfg. Co., for ten ears. They appreciate the work you have done, and ask you to take a six months'

vacation without loss of salary. They express regret that your health is not good, and hope for your speedy recovery. Write the letter for Alexander Mfg. Co.

10. You are state agent for the Remington typewriter. Your rights have been infringed upon by a large concern, in another city, Miller & Co., dealers in the same machines. Miller & Co. have been shipping machines into your territory, claiming that they were bought at their place of business.

(a) Write the Remington Company about it, giving full particulars.

(b) Write for the Remington Company a letter to Miller & Co., stating the facts as they have come to them, and asking for an explanation.

(c) Miller & Co.'s reply to Remington Company, saying that they have not gone into the territory, but that if a man comes into their town and buys a machine for cash you have no means of telling where he is from—you merely sell and deliver the goods—but that they have made a thorough examination and know of no case in point.

(d) The Remington Company's letter to you telling of the satisfactory adjustment of the affair.

11. On the 1st of the month you shipped a package through the American Express Company, valued at $115.00, to J. B. Farwell, 374 West 5th St., Meriden, N. Y., and package has not yet arrived at its destination.

(a) Write the express company asking for immediate attention.

(b) The reply from the express company stating that the package was through error sent to Meridian, Texas, and has just been returned to the Chicago office. It was immediately (give date) reforwarded to correct address. Express regret for delay which was caused by address becoming defaced.

12. Answer the following advertisements with a view to purchasing:

FOR SALE: The most complete foundry in Nebraska; doing a good business, fourteen men employed; working overtime; more orders than can take care of; good reason for wanting to dispose of same. 200 E. Washington St., Pick & Brede, Chicago.

FOR SALE: Good practice and one of the finest equipped dentist offices in the city; will sacrifice; must leave city Sept. 3d. 606 Masonic Temple, Chicago, Ill.

TRAVELING SALESMEN, for positions as SALES MANAGERS. By a large jobbing house. For vacancies occurring Dec. 15th. Must be between 30 and 40 years of age, good appearance, keen, have original ideas, initiative ability to judge men quickly, write strong letters that will enthuse salesmen and bring results. This is an unusual opportunity. Interviews in strict confidence. Call any day between 1 and 4.

Robert Johns,
20 Monroe St., Chicago.

Construct a suitable letter from the following brief notes:

Sincerely regret to say work on building at Main and Center Streets delayed account of masons. Material coming in slowly. Plastering cannot be started account incomplete masonry. Steel girders from Pittsburgh not here. Will advise definitely when strike ended. Probable date of completion. Cold weather also factor in delay. Change of elevator location necessitating heavy expense. Probably increase contract price five or six hundred dollars. Try to ascertain cause of delay in sending structural steel, and inform us by wire. Sorry report not more favorable.

LESSON XLIV

TONE

We now come to a consideration of those general qualities in a letter that make it effective, and the first of these is *tone*. In speaking, our attitude toward the one with whom we are speaking is indicated by our voice, our manner, our gestures, our actions. The letter writer is deprived of these aids in expression and must utilize his words, phrases and sentences to express his feeling. But notwithstanding this handicap, the tone of a business letter can be made unmistakable. The tone must be adapted to the circumstances. Generally it can be determined only when the relationship between the correspondents is known. The character, temperament and disposition of the one to whom you are writing largely determine the question.

If you have a personal acquaintance with your correspondent you will have some idea of what kind of person he is, and be guided by that in your approach and in the general tone of your letter. If your correspondent is unknown to you, you must, of course, form your opinion of him from the letter he writes, and this is not as impossible as it appears on the surface. The writer of a letter unconsciously reveals something of his personality. Something in the way he expresses himself enables you to form an idea of what sort of person he is, and the accuracy of this idea will be determined largely by your experience and your ability to judge men. Even this impersonal contact will enable you to take a mental attitude that otherwise would be impossible and will influence the tone of your letter.

The following elements must all be taken into consideration in determining the tone. The tone of your letter must be sincere. It must reflect a thorough understanding of the proposition on the part of the writer. It must take into consideration the viewpoint of the reader. An effusive or affected tone should be avoided in business letters as it would be in a personal interview. Correspondents often affect a tone of superiority and attempt to display a knowledge that is a positive detriment to a harmonious relationship. Answer sharp and discourteous letters in a friendly tone. Show your correspondent that you are unruffled, amiable, and you will put him in a favorable frame of mind. Experienced correspondents never allow themselves to be drawn into taking a sarcastic tone even though unjust criticism may seem to warrant it. A sarcastic letter never does any good. In business it often becomes necessary to refuse a request. Do it in such a way that your correspondent will not feel the refusal keenly. Some writers can decline a request so cleverly, so diplomatically as to make it seem like a favor.

Asking yourself these questions will assist in striking the right tone:

What kind of man is this correspondent?

How would he like to be approached?

What is the best way to present the proposition?

The examples of letters under the topic of "Courtesy" following, are very good illustrations of the correct and incorrect tone.

Courtesy.—A business letter should always be courteous. In the rush of modern business, men are often tempted to omit the little amenities in their intercourse with one another that act as oil acts on machinery. There are men who conduct themselves as if they believed discourtesy was an asset instead of a liability; as if to be discourteous was to be businesslike. Their letters are brusque and coldly impassive. But the higher up you go in the scale of intelligence, the more courteous you find them. It is politic; it is business. The winning of the favor of other men—making friends of them, drawing them into close touch—is often of more importance than to sell them goods or to collect an account. Courtesy, as a rule, will exact the same treatment from others. It is a tangible business asset.

The following letter taken from actual correspondence is a good illustration of a discourteous letter:

Dear Sir:

Why don't you ship our order?

If you don't want to sell us, we will go elsewhere with our orders as our money is good with others, if it isn't attractive to you.

Yours truly,

How a letter can be perfectly courteous and still make the recipient of it feel that he was hasty in his conclusions is strikingly shown in the reply to the foregoing letter, which follows:

Dear Sir:

We thank you for your letter of June 12th advising that your shipment has not arrived. We have looked the matter up and find that immediately on receipt of your order on June 6th, the shoes were assembled and carefully packed, according to our inspector's record, and went out the same day by express. The books of the express company also show perfect regularity in getting the box off, but they have promised to trace the shipment by wire from this point and report to us immediately on receipt of advice.

We are very sorry that this delay should have occurred, as we realize exactly the inconvenience and embarrassment you have suffered. If the goods have not reached you when this letter arrives, will you kindly wire us at our expense and we will at once duplicate the order? The express people are very confident of their ability to effect delivery of the shipment before we could put another one through and therefore we are not sending a duplicate right away.

Awaiting your reply and assuring you that we shall look after your interests promptly and carefully, we are

Yours truly,

Fairness.—Fairness is another quality in business letters that should not be overlooked. We cannot be fair if we are completely wrapped up in our own selfishness—and unfairness is usually the direct result of selfishness. The man who wants everything for himself is bound to be unfair in his treatment of those with whom he comes in contact, and especially those who are not his equal in position or power.

In business there is one class of communication in which fairness plays an especially important part—letters intended to adjust differences. Where you are certain some one has suffered inconvenience through your fault, it is not only wise but fair to make a reasonable concession.

The second example of "courtesy" is a good illustration, also, of fairness in letter writing. The writer is willing to make any reasonable concession to adjust matters to the satisfaction of all concerned.

Consideration.—To be considerate of those to whom you write is a mark of distinction, because the majority of people who write are inconsiderate. It is inconsiderate to make your letter incomplete so that it will require further correspondence to straighten matters out. It is inconsiderate to omit any information from your letter that will enable your correspondent to attend to the business in hand with the greatest dispatch. It is inconsiderate to address your letter to the wrong department. It is inconsiderate not to give the specific information asked for. These are only a few of the hundreds of instances that might be mentioned which indicate a lack of consideration on the part of correspondents. The first of the letters in the foregoing examples is an illustration of a lack of consideration. A business man would have appreciated the fact that there are many slips between shipment of an order of goods and its final delivery. He would have asked for a tracing of the shipment or for an explanation in a more courteous way.

Business Judgment.—Business men live in an atmosphere of business. A business letter to be effective must therefore be in harmony with sound business judgment. Put nothing in a business letter that you would not say in an interview. The letter of to-day is quite different from that of even a few years ago. If the writer is trying to sell something he does not now content himself with a few glittering generalities—his ideas are backed by arguments that will appeal to the sound judgment of a business man. Empty phrases have no place in a business letter. The business man wants facts, reasons—good, hard, common-sense reasons—for doing this or doing that.

EXERCISES

Reconstruct the following letter, giving it the correct tone. Read it carefully; pick out, if possible, its weak points and then apply the test of

judgment to it: Is it such a letter as would be likely to convince the recipient? Is it courteous? Is it fair?

1. We think you are mistaken about having a receipt for $14.45 for the remittance you sent us September 9th. If we sent you receipt for $14.45 it was certainly a mistake, as you sent us two checks—one of them $3.45 and the other one $7.68, so that you certainly would not have put the amount in your letter less than you sent. We noted the check sent—as we always do when we receive remittances—on the letter when it is opened.

You are also mistaken about the statement rendered September 1st being $17.50. It was $17.59, which is the correct amount. In regard to the felloes on fifth wheel, they were different size from what you ordered before, and we do not understand how you make it that we charged you $1.00 on the bill of September 28th too much. We are always very careful to put the prices at the bottom figure, as we know that you scan the bills very closely. The amount that you are due us is $28.66.

The spokes that we sent you September 26th were North Carolina spokes. We have Western spokes, XX grade, cheaper than that, but the price we charged for those North Carolina spokes XX is bottom. If you will, when you order spokes, say cheap spokes we will send them. Most of our customers use the better grade, and we usually send them unless the order is to the contrary.

Write out a complete criticism of this letter. Then reconstruct it embodying your ideas in language intended to win the addressee over to your views:

2. Your letter of the 11th inst. has been referred to me by one of the local agents, and in reply to same I beg to say that I was with Mr. Farwell when he wrote the application for you and Mr. Stiles, and I differ with you in regard to false misrepresentation of any kind, as every clause of the application and policy was discussed and explained to your entire satisfaction. You read the applicaton before signing it; you also had your policy in your possession three or four weeks before paying for it, and if you did not read it you should have done so, as you certainly had sufficient time to do so, before paying for it. The only clause you objected to at the time of the writing was clause five contained in the policy, but this was explained to your satisfaction. As to Mr. Stiles, he has never paid one cent for his policy. I am sure that if you will reconsider your statement you will see that you are in the wrong, as no business man, especially an attorney, would allow himself to be led into a trap with his eyes open wide. You certainly should be able to understand a simple contract after reading it.

Our association issues the most liberal health and accident policies on the market, and if you will study your policy a little and compare it with other policies issued by other companies, you will see that you have a very broad contract.

What is your opinion of the "tone" of this letter? Would the letter predispose you favorably toward the writer and his goods? Reconstruct it, taking a tone that you think will win.

3. We feel justified in concluding that you would not have communicated with us as you did had you not had in mind the purchase of a typewriter. The catalog and advertising matter sent must have enabled you to form a fair idea of Our Latest Model, which marks the highest point of mechanical excellence yet attained in typewriter construction.

Our correspondence with you has not been consummated by the entry of your order; this is exceedingly surprising to us, for when you wrote us we felt the utmost confidence in our ability to demonstrate to you the claims we make for our product. Have you changed your mind about buying at this time?

You will admit that every claim we make for our machine is demonstrable—indeed we would not waste your time and ours in formulating claims which are not demonstrable. We do not claim, however, that our system is perfect, nor that our judgment is infallible—and from the fact that we have not yet sold you a typewriter, we feel that we cannot have done justice to the subject. If so, we want to have our oversight called to our attention, and if you have arrived at a conclusion, we believe you will, upon consideration, conclude that perhaps we are entitled to know what that conclusion is.

4. Your merchandise store has been destroyed by fire. Write a 125 word letter, to be used as a circular to your customers, explaining that your business is not crippled, that the good will of your customers is something that cannot be destroyed by fires. Say the store does not look attractive, but that the bargains certainly are. Invite your customers to visit the store the coming week. Give the letter selling touches.

5. The alumni of your high school are getting up a party to visit the national capital. You want to accompany them. It will be an educational as well as a recreative trip. Write the strongest letter you can to your father enumerating the advantages and attractions of the trip, and ask him if he does not approve of your plan to join the excursion, the expense to be about $25.

6. Write a letter of about 200 words setting forth your arguments in favor of life insurance.

7. Write a letter to a young person with the object of selling him a course in a business school.

8. You have bought a new typewriter. It does not give satisfaction. (a) Write a letter of dissatisfaction to the company, mentioning specifically the causes for dissatisfaction, and ask them to have their salesman call on you.

(b) Answer the foregoing letter, expressing your confidence in the machine and your willingness to call and explain its operation and care. Be very careful as to the tone of your letter.

9. Your employer is a manufacturer of woodenware. He has just brought out a catalog. He asks you to prepare a letter to be sent out with each catalog. Put selling talk in your letter, but remember that mere argument will not create interest and sell the product.

10. Your employer has recently purchased a farm, and he instructs you to secure prices and information regarding fencing material, with illustrated literature, names of farmers in his vicinity that have built fences of it, etc. Write your best letter on the subject to be sent to makers of fencing.

11. There has been a washout on one of the railroads leading from your employer's factory. There are a number of orders on hand, but no shipments can be made either by freight or by express until the roadbed is repaired. Your employer asks you to write a letter of explanation to be sent to each customer whose order is delayed. An automobile will carry these letters to the nearest posting station. The roadbed, the railroad agent assures you, will be repaired within two days.

12. Your employer is secretary of the County Fair Association. He asks you to write a letter to be sent to poultry fanciers, pointing out the advantages to be derived from exhibiting their birds at the coming Fair. In your letter mention the estimated attendance, the newly constructed exhibition houses, and the publicity value of showing their stock at the fair.

LESSON XLV

COMPLETENESS

The letter should be complete in all its essentials. There should be no gaps in it that will make further correspondence necessary to eliminate them. Say what you have to say upon one subject and then pass on to the next. In a personal interview a misunderstanding may instantly be corrected, but a wrong impression gained from a letter may be deepened to such an extent before an explanation can be made that irreparable injury is done. By making your "outline" complete when writing a long letter and going through it carefully before you start to write, your chances for making the letter complete will be greatly increased. It will be necessary, of course, in making your outline to have a clear idea in your mind of what you want to accomplish with the letter.

In a series of letters, one should connect so directly with the succeeding ones as to complete the chain of circumstances surrounding the transaction. As all business houses keep copies of letters sent out by them, it is obvious that if the letters of a series do not contain all the essential facts of the transaction they are of little value as a matter of record. The answer to a letter should make some specific reference to it that will enable the reader to recall its subject or to locate readily the copy of his letter in the files. This may be done by referring briefly to the contents of the letter.

The following is an illustration of an incomplete letter:

Dear Sir:

Inclosed you will find check for which please send to W. C. Atkins one copy of "Miller's Laboratory Physics."

Yours truly,

The same letter rewritten to embody all the necessary information:

Dear Sir:

I inclose $2.00 for which please mail to Mr. W. C. Atkins, 24 Anne Street, Baltimore, Maryland, one copy of "Miller's Laboratory Physics," cloth, advertised in *The Business Review,* January 12, 1913.

If you will drop the inclosed card in the front of the volume, I shall be obliged to you.

Yours truly,

The Power of Attention is Limited.—Another point to be considered is the matter of *attention* your reader can or will give to your communication. The form and treatment of your letter has an important bearing upon this. The reader has but a fixed amount of power of attention at a given time, and whatever power is absorbed by the form of the message, must be taken from the total power. If a letter is to be effective in respect to the

economy of attention, the thoughts to be conveyed must first be arranged in logical order, and the language must then be made so simple and clear that the reader will unconsciously concentrate his whole attention upon the message itself.

The power of attention of your reader, of course, can be vastly increased by the attractiveness of your presentation from the mechanical as well as from the construction viewpoint. If your sentences are long and rambling and disconnected, you are taking your reader over a rough road, and the jolts and discomfort of it will divert him from what you are really anxious to tell him. If your language runs along smoothly and clearly, he will feel himself gliding along luxuriously, and your chances for winning your point will be immensely increased.

The following letter shows a very poor presentation of ideas. Below it the letter has been rewritten in harmony with the law of logical presentation —the subjects are so presented that the reader's power of attention is conserved:

Dear Sir:

I succeeded to-day in effecting a sale of your property and inclose check for $1750 which is less my commission of $250. I took two mortgages for the balance together with $500 worth of First National Bank stock. This is good as I had an opinion passed on it before closing the deal. If you will meet me in the First National Bank to-morrow morning at 11 o'clock, we will have the papers ready to sign. The buyer will want a certificate of title from the Toledo Guarantee Title Company. The two mortgages consist of a first and second mortgage.

Yours truly,

Dear Sir:

We have sold to-day your property No. 26 Jennings Street, Toledo, Ohio, for $5,000, as follows:

$2,000 cash
2,000 first mortgage
500 second mortgage
500 in First National Bank stock.

You are to furnish clear title and also pay the water, city, county, and state taxes to January 1, 1914. My client has asked for a certificate of title from the Toledo Guarantee Title Company. This will cost $25. Although you did not express your willingness to bear this expense, inasmuch as the sale has been consummated at a good figure, I took the liberty of making this concession which I trust you will approve.

The papers will be ready to sign at 11 o'clock to-morrow morning at the First National Bank, where I shall meet you at that hour. The $500 worth of First National Bank stock is already in my possession and I shall deliver it to you to-morrow morning.

I inclose check for $1,750 which is less my commission of $250.

Trusting that I have arranged the details of this transaction to your satisfaction, I am

Yours truly,

EXERCISES

Embody the following ideas in letters. Make the letters *complete* in every detail.

1. You have been graduated from the high school and are thinking of going to college next year. Write to the college of your preference, asking for catalog and inquiring as to rates, entrance requirements, living accommodations, etc. To insure receiving full information, state in detail just what you wish to know, without making your letter too long and too wordy.

2. The letter you received in return was complete in the information given, and you have decided to enter the college in September. Write a letter to the registrar, requesting him to reserve a room for you, and inquire how best to reach the college, on what day the students are expected to arrive, and such other information as you think you would need to know.

3. In a catalog of Sears, Roebuck & Co., you have seen a pocket kodak described (No. 483K, page 89, catalog 1913-b, price $2.45). Write a letter ordering the kodak.

4. You have decided to subscribe for *The Ladies' Home Journal.* Write a complete letter placing your subscription with the publishers, whose office is in Philadelphia.

5. You desire a new platen, or roll, for your typewriter, but you live in a small town where there is no branch office of the typewriter company. Write a complete letter ordering a platen. Be sure to give them such facts about your machine as they will need to fill the order promptly and accurately. Ask for suggestions about putting it on your machine.

6. You, as spokesman for a party, have been delegated to secure rates and information regarding a summer cottage at a nearby lake. Write a complete letter soliciting the required information.

7. Your watch does not keep time. You purchased it from a mail-order jeweler. Write to him describing in detail just how much time the watch loses, when it began to lose, remind him that it was guaranteed for five years, tell him that it is of no use to you in its present condition, etc.

8. The manufacturer agrees to take back the watch and replace it with a new one. Write a letter, in answer to Exercise No. 7, stating this fact and instructing the holder of the watch what to do with it.

9. Through a bequest of your late uncle's will you have received $20,000 in cash. You desire to invest this in real estate. Write a letter to a trust company handling such properties, and acquaint them with your purpose, stating that you prefer a bungalow of the California style, not to cost over $5,000, in a quiet, clean, high-class section of the city. Add any other facts that would help to describe a house such as you would wish.

10. Order from the Sibson Nurseries, Portland, Oregon, the following roses: 10 plants American Beauty Roses, 8 Plants Multnomah Queen, 4 Sibson Special, add two varieties of your own selection. Give number of each variety and also catalog page. Make your order complete in the matter of shipping directions.

11. Write a complete descriptive letter of balsam pillows, using the following suggestions: Pillows filled with healing, sleep-inducing needles and tips of the aromatic balsam ("abies Fraseri"); grown on crest of sunny Blue Ridge, (altitude over 4000 feet) near Azalea, North Carolina. Lasting fragrance. Relieves insomnia, colds, hay fever, etc. Perfumes the room. Your description must be complete.

12. Write a letter ordering a Waterman Fountain Pen. Describe the pen of your preference.

13. Write a letter ordering the following goods: 6 bbls. Granulated Cane Sugar, 1 sack Hotel Astor Coffee, 5 cases Iowa Canned Corn, 1 box Fairy Soap.

14. Write a letter to a clock manufacturer asking if he can furnish a hall clock to match a hall finished in mahogany.

15. Answer the foregoing letter, quoting price of $32 delivered, cherry finish, height 8 feet, eight day heavy brass movement, visible pendulum, strikes hour and half hour. Perfect time guaranteed. Hand polished.

Reconstruct the following letters using such language and arranging the ideas of the letter in such order that the reader's power of attention will be conserved:

16. Since deciding to go into the furniture business I have thoroughly examined the catalogs and noted, as well, the price lists, with discounts, from five other houses, and I find you to be more reasonable, quality of goods considered, than any of the other five.

I do not intend to open up on a very large scale at first, it being my purpose to entirely depend on the business to make itself, and shall enlarge my stock no more rapidly than the demands for your excellent ware will justify. I consider myself very fortunate, indeed, in being able to secure about $500 worth of a broken stock from a local dealer here who is quitting the business; consequently, in view of the fact of my having made the above purchase, my first order will be quite small.

You may send to me the following as soon as you can possibly fill the order: Ten iron beds, with best coil springs; one each of the ten different styles, as per catalog list; one cherry sideboard No. 20-B with bevel French plate mirror; four sets dining chairs, No. 2034-A, and three antique oak three-piece bed sets, No. 29-C.

I wish you would please ship these by way of B. & O. R. R., as from past experience I can get more prompt and satisfactory service over that line.

With the hope that you will ship these goods promptly and that they may inspect all right, I will close by again wishing that this trial order may prove a nucleus for the upbuilding of more extensive and mutually profitable relations between us.

17. We hope you are ready to take up the matter of the printing outfit which you intend to purchase, concerning which we wrote you on August 17th and about which you wrote our Philadelphia House on June 5th when they complied with your request and sent you our specimen book.

We make a specialty of supplying complete outfits of type and printing material; know what is necessary, and our customer's interests are looked after carefully. We always advocate that, in starting, a customer should buy as little as he can get along with so he can add to his plant what he finds is best suited for his work.

If you have not decided upon selection and will give us an idea of what your work will consist of, we will be pleased to make up an estimate for you, of course subject to your revision that we think will be a money saving proposition to you.

As a business man you will realize for the above reasons, your work is safe in our hands. We hope you will let us hear from you regarding your order by return mail. We have already advised you as to our allowance for freight whereby you are able to purchase from us here as cheaply as you can buy elsewhere.

We supply many of the largest houses throughout the country with our type which is of Nickel Alloy Metal, the hardest and toughest that can be made, therefore insuring long wear, on Universal Line, saving time and up-to-date in every other respect, and any business you may favor us with will have the attention of experienced people.

Hoping to be favored with a reply at your earliest convenience, and inclosing stamped envelope, we are

18. The receipt of your statement of commissions of the 8th inst. and the amount of $8.33, when I was expecting considerably over $100 from that source, has led me to realize the necessity of keeping a record of my own instead of relying upon the system of your commission paying department to keep an absolutely correct record.

I have always kept my own books and records in a way that I could understand myself. However, as the volume of my business has kept on growing and the details having become more numerous each year, I find I must have a regular bookkeeper and have a set of books on the regular plan. However, I will not carry that idea into effect until my return from the East, in October. In the meantime, I will have Mr. Parrent check up all of our orders and see how many errors I can find you have made against us and if we find you have made any against yourselves, we will point them out. However, I do not fear that we will wear out the point of the pencil much in doing that, as the young man who keeps our commission account evidently does not err in that direction.

In your statement of the 8th inst. you allow us only 5% commission on the H. A. Born Packers Supply Company's order of about $31.50 sold at 50 and 10% discount, when the commission should be 10%. Likewise you credited us only 5% on the order of C. D. Frank and that should be 10%. The W. C. Barth order, entered last month, but to be shipped September 1st, should pay us 10%.

Under the terms of our arrangement, we are entitled to draw against the commissions on the orders from the Stephens Hardware Company, Kerry Bros., C. N. Livingstone and the Kerr order of June 27th.

According to our original contract and correspondence and interviews since, we have understood that our 10% commission was always to stand on all business sold at 50 and 10% discount, and also on all orders at any special prices, where the discount was in excess of 50 and 10%, where you authorize the prices, excepting by scaling our discount down to 5% that that should be the rate paid us on such business, if we secured it.

LESSON XLVI

PERSONALITY

Your personality is reflected in your correspondence. Business letters should always carry with them an air of business friendliness. They must make the reader feel good. Sincerity and frankness, and the art of reflecting the magnetism of your personality in your letters, should be cultivated.

The value of personality in business letters is more appreciated now than ever before. Formerly a business man wrote a letter only when necessary. Now the letter is indispensable. The whole character of business correspondence has changed. It has grown more cheerful, more optimistic, more encouraging, more human. The writer who can give his letters a personal quality—make his correspondent feel that there is a common interest—has paved the way toward advantageous business relations.

Naturalness and a cheerful tone in your letters will do much to strengthen the bond of sympathetic interest. Study your correspondent, his method of thought, his moods, his way of looking at things.

Make your correspondent feel that your letter is especially for him. Avoid generalizing when you can be specific.

Originality.—Personality in your letters is reflected in the originality of your treatment—and originality is one of the most valuable qualities a letter can have. Nine out of ten correspondents writing about the same topics will treat them pretty much in the same way. There will be little choice between the letters. They will be commonplace, tedious, monotonous. They will possess all of the elements thus far discussed, perhaps, except one—*originality*. The one thing needed to give them life, vitality, effectiveness, is missing.

One reason that business letters as a rule do lack the element of originality is that they are all patterned after the same models. They begin in the same way—"We beg to acknowledge receipt of your favor." Then follows a long list of hackneyed, meaningless "business" phrases. One of the best exercises is to take an ordinary dictation book, blue pencil out all the hackneyed, stereotyped, meaningless, monotonous phrases and substitute for them more expressive phrases.

The following letter was written in answer to an inquiry for catalog. It is a fine example of the monotonously inefficient "business" letter:

Dear Sir:

Your letter at hand and contents noted. As requested we are sending you a catalog of our goods and trust that you will find something on the list that will be suitable for your purpose.

We carry at all times a very complete stock from the low price qualities within the means of the most modest purchaser to the very highest grades to suit the tastes of the most particular customer.

Trusting that we shall receive your valued order, we are

Yours truly,

The following is an answer to the same request for catalog. The writer has toned his letter to meet the personality of the inquirer. It is such a letter as a business man acquainted with conditions would write:

Dear Sir:

The improvements you have made in your store have greatly interested us and we trust the fall business will exceed your largest expectations. Your new store and our new line of "Parisiana" models should make a winning combination.

On pages 20 to 43 of the catalog you asked for (which goes to you to-day under another cover) you will see these styles described and illustrated. We have expressed to you for inspection a sample cloak to give you some conception of the delicacy of the weave and the exquisiteness of the styles.

These garments are all made by the famous Parisian tailors, Maison Faure, whose productions we have been trying to secure for a number of years without success—until the present season. In return for the agency in this country we are under agreement to place their products only in the very highest class stores where proper window display is possible and the customers are assured of service free from criticism. It is for that reason that we are especially anxious to see you secure the line in your city.

Possibly you have merely asked for the catalog in anticipation of a trip to New York. We have an entire floor devoted to this firm's offerings and there would be no greater pleasure afforded us than to conduct you through our rooms. In case you do not plan to come to New York, you will find on pages 20 to 43 some styles checked in blue pencil, which were selected by our Mr. Jensen, with whom we believe you are acquainted, and upon whose taste and judgment you rely.

Will you not write us after you have inspected the sample cloak and looked through the catalog?

Yours very truly,

The foregoing letter is long, but the subject demands a long letter. A letter is never long that can hold the reader's attention to the end.

EXERCISES

Write the following letters:

1. You have been absent from school for two months owing to illness. You have paid in advance for your course. Write the principal asking whether the school will credit you with the two months' absence.

2. Write an answer to the foregoing letter informing the student that the school will be only too glad to extend the time. Express your pleasure at the news that the student has recovered, and say that you hope to see him back in school soon.

3. Through the negligence of the railroad company, your trunk has gone astray. Write a claim letter to the railroad company, demanding that they restore your trunk

LESSON XLVII

THE LETTER OF APPLICATION

The first requirement in writing a letter of application is *fitness* for the position desired; the second is the ability to present your qualifications attractively.

The letter of application will probably be the most important letter you will have to write at the beginning of your business career. It is the most convenient and effective means of bringing yourself to the attention of business men. It is, therefore, well worth your while to learn by careful study and practice before leaving school how to write a convincing, appropriate, attractive letter of application. Never write a letter of application unless you are willing to do your best on its preparation. Most letters of application are faulty in construction, fail to give necessary information, lack accuracy and neatness, and fall short of those qualities which attract and convince business men. They usually go into the wastebasket.

Always use plain white, unruled, full-size letter sheets, writing on one side only. Do not use stationery with a monogram, initial, or name die at the top. Be sure that the stationery is scrupulously clean and that your letter contains no erasures. Unless you are applying for a position as bookkeeper or some other position where penmanship is a vital feature of your service, type your letter. But it is well to submit a specimen of your handwriting. Leave plenty of margin all around the typed part and see that it is not crowded. Be sure that you sign your letter *legibly* in your own handwriting. *Don't sign it in typewriting.* See that the letter is folded properly.

Here are a few general suggestions:

Write your letter of application yourself—don't "copy" the models given here.

Write frankly and modestly, without either boasting or cringing.

Show a proper, but not over-emphasized, appreciation of your abilities.

Be sure that the form of the letter is faultless; that the structure of the sentences, the spelling, the punctuation, and the capitalization are all correct.

Do not be afraid to ask for what your services are honestly worth. That will depend to some extent upon your ability, experience, location, and upon the prevailing salaries of stenographers.

Make your letter mechanically perfect.

Give the names of references, and inclose neat copies of any letters of recommendation you may have.

It should be remembered, in answering an advertisement, that there are probably many others applying for the same position and that unless your letter has some striking quality that distinguishes it from the others, it will receive but scant attention.

Tell briefly, pointedly, what you can do—and then stop.

Be sure you answer all the questions asked in the advertisement.

Promptness in answering ads often puts you in ahead of other applicants.

Women should prefix "Miss" or "Mrs." in parenthesis, to their names.

If you can compose a good business letter, mention that fact. Your letter of application will, of course, indicate to some extent your ability in that direction.

Don't say, "Having seen your advertisement in this morning's World," etc. Avoid saying the obvious.

Don't say, "I feel that I am capable," etc. "I can" is better.

Don't pack all your information into one paragraph. Divide it up into a number of paragraphs.

Here is a letter that got a stenographer a good position:

X462 Tribune,
Chicago.

Dear Sir:

This is in answer to your advertisement for a stenographer:

My education, experience and qualifications, briefly, are: I am a graduate of the shorthand department of Brown's Business College, Peoria, and also of the Peoria High School, a school that is on the accredited list of the State University. I can take dictation rapidly and transcribe it quickly and accurately—spelling correctly, and placing the punctuation and capitals properly.

I know how—

To arrange a letter tastefully on the letterhead.

To file a letter properly—or to find one that has been filed.

To use the mimeograph and other duplicating devices.

To fold a letter.

To make out a bill correctly.

To meet callers.

To keep the affairs of the office to myself.

To attend to the mailing so that the right inclosures will go with the right letters.

I fully understand the uses of common business papers, such as drafts, checks, receipts, invoices, statements, etc.

I am twenty years old, and live at home.

I have had no experience, but my course of training has been thorough and has duplicated as closely as possible actual business conditions.

May I not have an opportunity to demonstrate my ability? The salary question we can safely leave open until you have had a chance to see what I can do.

Very truly yours,

It was accompanied by a letter of recommendation from a business man and another from the writer's teacher.

If you do not receive an answer to your letter of application within ten days, send a "follow-up" letter, just as advertisers do in business. It may be that the applicant originally selected has not proved entirely satisfactory, in which event you may still get the position.

Here is a good example of such a letter:

Dear Sir:

After waiting some little time, I am still without a reply to my letter on the subject of the stenographic position which you lately advertised in the papers.

I am anxious for an interview, and believe that, if granted one, I can prove to you the statements set forth in my previous letter and absolutely satisfy you as to my qualifications for the place.

Trusting that I may yet have this opportunity, I am

Very truly yours,

You may desire to apply for a position with a firm that has not advertised. Most firms are glad to consider applications from good stenographers at any time.

The following letter will give you an idea of what you should incorporate in such an application:

162 N. Howard Place,
Martinsville, Ind.

Messrs. Ludlow & Clay,
The Circle,
Indianapolis, Ind.

Gentlemen:

I am a stenographer and wish to better my present position. I am writing you because I believe my services will be valuable to you, and that any salary paid me will prove an investment for your house.

My qualifications are as follows:

1. Rapidity and accuracy, both in taking dictation and in typing.
2. Thoroughness in every department of my work.
3. Responsibility and loyalty in performing my duties.
4. An appreciation of what is necessary in this particular line, with integrity and quickness in its execution.

My equipment and experience consist of (here state what you have done in the past to qualify you for the position). I inclose copies of letters of recommendation and the names of references. If you have a vacancy at the present time, may I ask for a trial? If not, will you kindly file my application for future use?

Thanking you in advance for a reply, should my qualifications appeal to you, I remain,

Very truly yours,

Myrtle L. Thome.

EXERCISES

After studying the foregoing instructions and suggestions carefully, write letters of application in answer to the following advertisements. Some of the positions could be filled by one who had completed a business course, and in replying to those advertisements, assume that you have completed your course and are qualified to fill the positions. The other positions advertised require experience, and your answers will necessarily be largely imaginary. It will be excellent language practice to answer all the advertisements given here. Be sure to give your address:

1. Stenographer and office assistant, preferably with some experience in operating common office appliances. Salary dependent upon efficiency. Times Employment Bureau.

2. Stenographer wanted; one who could assist in preparing copy for women's wearing apparel; mention salary expected; originality necessary; address with specimen of description writing about a woman's dress. F 404 World.

3. Bookkeeper and stenographer; steady position; good pay. D 448 World.

4. Stenographer and typist wanted; permanent. 98 Murray St.

5. Stenographer, experienced, also able to assist with clerical work. Address own handwriting, giving age, experience, references, salary. Stenographer 328 Times.

6. Stenographer and office assistant, experienced. Loeb & Jacobs, 118 E. 19th St.

7. Railroad stenographer wanted; must be rapid and accurate. Good salary and quick promotion. State experience in detail. S. P. Inter Ocean.

8. Stenographer wanted, about 20, graduate of business school; state salary asked. W. C. Journal.

9. Stenographer, experienced in billing and general office work. Rye Bros., 128 W. 26th St.

10. Stenographer, preferably one who can also operate multigraph machine. West Sales Co., 265 W. 29th.

11. Bookkeeper and typist wanted, first-class man only, with good record. Jones, 28 Nassau St.

12. Stenographer and typewriter wanted; young man to learn business. Write, stating full particulars of training, and mention salary expected. Post, H 431.

13. Correspondent, familiar with mail order trade, who has worked up from stenographer; knowledge of advertising also of assistance; good pay. P. O. Box 8621, New York.

14. Stenographer, bright young man, long experience not necessary; must be accurate; state age and salary. Address J 61 American.

15. Stenographer who understands Spanish; state salary wanted. W. 256 American.

16. Stenographer and typewriter, high school graduate, beginner. Address G. B. Box 95; 123 6th Ave.

17. Stenographer—young man under 22, accurate in transcribing and taking rapid dictation; clothing experience preferred; excellent opportunity for a hustler; state experience and salary desired. Address Accurate, 492 World.

18. Gimbel Brothers, New York, require the services of several thoroughly experienced stenographers. Apply by letter.

19. Young man about 20 as stenographer and typewriter; one who is familiar with general office work. Union Line Pier, 29.

20. A good salary will be paid capable stenographer in permanent position with real estate firm; experience not essential; able to meet callers. B28 Herald.

21. Bookkeeper and stenographer, lady, some experience in insurance work preferred; salary $20 to start. State full particulars in first letter. J. D. Examiner.

22. Write a "follow-up" letter to your letter in answer to advertisement No. 8.

23. Write a letter of application to John Wanamaker, Philadelphia, who has not advertised, but who, you think, might employ you when in need of a stenographer.

LESSON XLVIII

LETTERS OF INQUIRY

Letters of inquiry should be answered promptly, as neglect to do so creates a bad impression. Particular attention should be given to the article or articles inquired about, and the answer should be full and complete. Reference should be made to the particular letter you are answering, in order that the correspondent may readily recall it. The information given should be such as to render further correspondence unnecessary. Make it a rule to dispose of a thing at the time it comes up for attention. A frequent source of complaint is the failure to send inclosures that are specifically mentioned in the letter—catalogs, price lists, and things of that kind. If the inquiry is such as to be of no interest to you, just as much courtesy should be shown in your reply as if an order depended upon it.

Letters of inquiry are often confidential, seeking information about the credit or standing of a firm or individual. In answering such letters the writer must use care to make no statement which he cannot justify, or is not willing to substantiate. When an unfavorable reply is made, the name of the person or firm about which the letter is written should not be mentioned. If your letter of inquiry is about a matter which is of interest to you only, it is customary to make some courteous acknowledgment of the favor, and to inclose a stamped addressed envelope for reply. Inquiries of a general business nature, however, are usually answered promptly as a matter of business courtesy.

EXERCISES

1. C. W. Gray & Bros., Portsmouth, Virginia, write you asking for confidential information concerning C. D. Gibson & Company, of your city.

(a) Write them giving a favorable report.

(b) Write them giving an unfavorable report.

2. W. E. Jennings, Richmond, Virginia, writes you asking you to give certain information about the process of manufacturing paper with which you are not familiar. You could get the information, but it would involve the loss of more time than you can afford. Write him courteously, and offer any suggestions that occur to you by which he may profit. You might give him the names of some books that treat of the subject.

3. Write to the Board of Trade, Boise, Idaho, asking that literature concerning that city be sent you and additional information regarding the hardware business, and if there is a possibility of a good opening in that line.

4. Write Marshall Field & Co., Chicago, for prices on hand-made lace collars, and for information and prices on their Orthepoedic shoes for children.

5. A friend of yours has written you asking about the course of instruction given in the school you attended. Write him fully about what you learned, about the teachers, and give any information you think will be of use to him in determining whether such a course will be of advantage to him.

6. To William McGowan, 1621 Chestnut Street, Philadelphia, inquiring about the length of time it will take to manufacture 24 hand-bags of the size, design, and description mentioned in the proof from a catalog which you are inclosing. Ask him, also, to give you the lowest quotations on them, together with a complete specification of the materials he will use and a description of the workmanship.

7. You are expecting to enter a military school in the East. Write a letter to the Peekskill Military Academy at Peekskill, New York, asking for full information about the school. You probably have in mind the kind of course you want to take; ask advice about the practicability of taking such a course. Ask, also, to send full particulars about the school and to give you references.

8. You want to take a special course in the University of New York on the subject of commerce, but fear that your qualifications will not admit you to the University. Write to them telling of your preparation and asking if it will be possible to enter as a special student and make up some of the subjects in which you are deficient.

9. You want to employ a young woman as secretary. You require for the position one who is not only a good shorthand writer and typist, but especially has good judgment, is capable of looking after callers; one who has a knack of keeping details well in hand, who is possessed of a good memory and is systematic in handling her work. Write a letter to the University Bureau, Columbia University, New York, asking if they can supply such a young woman.

10. Write to the White Star Line, New York, asking for full particulars about tickets to Liverpool, first-class and second-class, and about the dates of sailing.

11. To James Frair, Cambridge, Mass., asking about a boarding place near the University. Say about what you can pay for board and room, and ask for full particulars, together with names of boarding houses in the vicinity.

12. To the Y. W. C. A., New York, inquiring about a room for yourself during a stay of four weeks in New York. You are not a member of the Y. W. C. A. State your requirements—with or without bath; the probable cost, location as to light, ventilation, etc.

13. To Marshall Field & Company, Chicago, asking them if they can match the sample of lace you inclose, the price per yard, etc.

14. To A. C. McClurg & Co., Chicago, asking the price of five books. Give the titles and the names of the authors.

15. Model Tailoring Co., New York, asking the price of the suit advertised in the last issue (give date) of the Saturday Evening Post, and if they have self-measure charts which will enable you to get a perfect fit.

16. To the National Suit Company, New York, asking for a catalog, together with samples of dress goods. You should give a description of the kind of goods you require, and such other information as they will need to comply with your request.

17. Eastman Kodak Company, Rochester, New York, asking the price of a certain Kodak, No. 3A, and also the price of a special portrait lens for use in the same camera.

18. The Remington Arms Company, Bridgeport, Conn., asking the price of their new model automatic army revolver.

19. To W. L. Blackburne, Pittsburgh, Pa., asking if he can give you the address of P. D. Quaker who formerly was a classmate of yours in Williams College.

20. To the Rodger's Band, 115 Lake Street, Chicago, asking the cost of furnishing sixty musicians for one week to play at a fair in your city.

LETTERS OF INTRODUCTION, INDORSEMENT AND RECOMMENDATION

Letters of indorsement or recommendation should not be given in any case unless the writer feels that he can give his unqualified indorsement of the person. Communications introducing business acquaintances, especially, need care in preparation, for the reason that it is easy to incur a moral, if not a legal, obligation. If your judgment tells you that a business acquaintance is worthy of indorsement, give it to him in ungrudging terms; do not "damn with faint praise." It is better to withhold a letter altogether if it cannot be given in a spirit that will be helpful and at the same time show that the writer possesses good business judgment.

Letters of introduction may be issued (a) for the purpose of introducing a friend socially, (b) for the probable business benefit of the person introduced, (c) for the probable benefit of the person to whom introduced; hence, its tone and import must be governed by the nature of the circumstances in which it is written.

A letter of introduction should not be sealed, as it is, of course, delivered in person. Write in the lower left-hand corner of the envelope "Introducing Mr....."

An open letter of recommendation should be addressed "To Whom it May Concern," or "To the Public."

Letter of Introduction

Mr. Francis E. North,
65 W. 45th St.,
New York City.

Dear Mr. North:

This will introduce to you Mr. C. C. Cross, who has been assisting me with my editorial duties for several months, as I have intimated in my letters. He has made a connection in New York and will henceforth be your neighbor. I shall appreciate it if you will extend him any courtesies the circumstances may suggest.

Very truly yours,

LETTER OF INDORSEMENT

Messrs. Weinberg & Stats,
311 Broadway,
New York:

Gentlemen:

Mr. James Erstine has bought my store, paying cash for it. I have advised him to buy his men's furnishings of you. I can indorse Mr. Erstine as a successful and conservative business man, with the conviction that your relations will be mutually profitable.

Respectfully yours,

LETTER OF RECOMMENDATION

To WHOM IT MAY CONCERN:

This is to certify that the bearer, Mr. Miles Horton, has served me in the capacity of stenographer and typist for five years and that I consider him a young man of ability, good judgment, reliability and integrity. He leaves my service to seek a wider field. He has my best wishes, and I commend him to business men in search of a capable secretary and correspondent of Mr. Horton's attainments and experience. I will gladly answer any questions regarding Mr. Horton.

Letters Asking Favors.—Letters asking favors should be characterized by directness. State the nature of the request at the beginning, and then give the circumstances which occasion it. If it should become necessary to ask for an extension of time on your account or other obligation, or for the privilege of drawing on a prompt-paying customer before a bill matures, the letter should be toned to show that the obligation for the favor would be all on your side, but it should not be written in a humble spirit. Such letters, if not written with care, are apt to be misinterpreted.

LETTER OF REQUEST

Mr. W. S. Burdick,
Treas., Idaho Land Company,
Boise, Idaho.

My dear Sir:

You have doubtless read of the fire that cleaned me out last week. The insurance may not be adjusted for a fortnight or more. In the meantime I would like to put in a new stock in the adjoining building and continue my business.

The next installment on my escrow is due on Saturday, and I desire to ask whether you could grant me an extension of a month on this payment. If you can favor me, it will enable me to continue in business while the insurance companies are making their adjustments. Even if the insurance claim was not paid in a month, the profits from my business in that time would be sufficient to meet my obligation with you.

Awaiting your kind reply, I am

Respectfully yours,

EXERCISES

Write the following letters:

1. Introducing a business acquaintance in whom you have every confidence.

2. Introducing a business acquaintance in a social way to a friend.

3. Introducing James Henry Barrows to Mr. C. M. Davison, 1121 Broadway, New York. You know both men well. Mr. Barrows visits New York with the view of locating in business there.

4. An answer to A. D. Simpson, of St. Joseph, Mo., who asks about the reliability and business ability of M. R. Allison, a former traveling salesman for your firm. Allison was in your employ five years. He is thoroughly reliable, and produced excellent results for you.

5. An unfavorable reply to Simpson's letter.

6. A letter to M. A. Olsen, Menominee, Wis., asking for the privilege of drawing on him for $250, one-half of your last invoice to him. Olsen has always taken advantage of his discounts, is a large purchaser, and a valued customer.

7. Olsen's favorable answer to the foregoing letter.

8. A letter to Mr. Fred Lieder, 1010 La Branch St., Houston, Texas, asking an extension of ninety days on your note of $540. Give some good reason for making the request—failure to collect accounts, disappointment in not receiving a remittance from a reliable customer, or something of that kind.

9. Messrs. Harper Bros., New York, have written notifying you that they intend to draw draft on you for an account of $35.00 which you owe them. Write asking them not to do this as you are unable to meet the draft at this time. Make some definite arrangement about settlement.

10. To J. C. Larkin & Co., who always pay their bills at sixty days, asking them to favor you by paying for bill of goods shipped; you are short owing to a prolonged strike, which has seriously retarded business.

LESSON XLIX

LETTERS CONTAINING INCLOSURES

As a large proportion of business letters contain inclosures of one sort or another, it is essential that the letter writer be familiar with the most common forms of inclosures. His knowledge should extend beyond a mere superficial recognition of them—he should know their functions in the business world.

Letters containing remittances should contain an exact statement of what the remittance is, the amount, its purposes, and how it is to be applied, in order that the remittance itself may be compared with the letter, and discrepancies, if any, be discovered by the recipient. The same rule applies to any other sort of inclosure—except, perhaps, an advertising circular. The most common forms of remittance inclosures are: *Postage stamps; registered letter; bank draft; personal check; certified check; cashier's check; postal money order; express money order.*

In addition to mentioning specifically the inclosures of a letter, the fact that the letter contains an inclosure should be indicated by writing the word "Inc." or "Incs." directly beneath the stenographer's initials.

Drafts, checks, and other forms of remittance inclosures, are usually folded in the letter so that the contents will be disclosed upon unfolding the letter. When a letter has several inclosures, a simple and effective way to dispose of the matter is, first, to address the envelope, and then place in it all the inclosures to go with it. In this way an omission is not so likely to occur.

When stamps are inclosed in a letter, they should be protected by wrapping them in oiled paper—they should never be stuck to the letter. Stamps should never be inclosed in a letter that has been copied in a letter press until the letter has had ample opportunity to dry.

Always check over the inclosures with the letter to see that everything has been inclosed.

The letter writer should always see that booklets, catalogs, or other matter going in a separate cover are sent promptly. Failure to receive matter of this kind can usually be traced to carelessness. If a catalog or other printed matter is to be sent in this way, address proper envelopes at the time and attach to the letter so that the mail clerk will not fail to see what is to be included.

EXERCISES

Write the following letters:

1. To the Walker-Farnum Company, 113 West 110th St., New York, saying that your check for $59.00 covering balance due them is inclosed.

2. To Mr. W. D. Hause, 4162 Indiana Avenue, saying you are inclosing a list of names of the members of your society—the "Centurions"—at his request, to be used in a magazine article he is preparing.

3. To A. M. Simmons, Eureka, Ohio, acknowledging receipt of a postal money order for $25 to apply on a contract for a set of books Simmons has purchased. Say you are inclosing receipt for the amount.

4. You have received a letter from your employer asking you to look in a certain drawer of his desk and to send him the following articles: a note of William Watson; an express receipt for a package sent to J. D. Hudson, and a package of his business cards. Write him saying that you are sending all with the exception of the calling cards and that, although you looked through the entire desk, can find nothing of the kind, but find an empty box with the name of the engraver on it. Thinking that he perhaps did not know that he was out of cards, you have ordered another lot and will send some of them as soon as possible. Avoid using the wording in the exercise.

5. To L. S. Spring, Monroe, Michigan, acknowledging the receipt of an article for use in your school publication. Thank him.

6. You are the local salesman for the Underwood Typewriter Company. On the 15th they shipped you a machine, through error, with the express charges collect amounting to $4.75. You paid the amount and ask for reimbursement. They write saying that it will be necessary to have the express receipt as a voucher and that when this is sent they will make remittance to you. You are inclosing a duplicate receipt. In your letter to them say that in some way the receipt became lost and you are sending them a duplicate which you hope will answer their purpose. Write the three letters involved in this transaction.

7. The premium on your policy of insurance No. 134022 in the Prudential Life Insurance Company, Philadelphia, amounting to $146.52, falls due on January first. Say that you are inclosing bank draft on the First National Bank of New York, drawn by First National Bank of Cleveland for the amount of the premium.

8. You have an insurance policy, No. 365,482, on the 20-payment plan in the Northwestern Insurance Company of Milwaukee. The annual premium amounts to $250.00, and you are inclosing your certified check on the Northern Trust Company of Chicago for the amount to-day. You also want to know what the loan and surrender value of your policy is at this time. Write the letter to accompany this remittance.

9. Write a letter to the Farmers and Merchants Bank in your city, in which you have money deposited, ordering New York draft for $72.50, payable to the Henderson Brown Clothing Company, St. Louis, Missouri. Say you inclose your check for the amount of the draft and exchange. Exchange 15 cents.

10. W. E. Jennings & Company, Philadelphia, Pa., are agents for Mrs. E. O. Ashley, of the same city, collecting rents, looking after her real estate, etc. During the current month they have collected rent from two stores at $50 each, five flats at $25 each, five flats at $35 each, one store at $75. Write the letter for Jennings & Company, making report, and saying that you are inclosing check on the Franklin Bank & Trust Co., Philadelphia, covering the amount. Deduct 2½% agent's commission. Tabulate the items. Give names of tenants, where stores and flats are located, and such other necessary information as you deem needful to the full understanding of your client. One of the flats is in need of certain repairs. Advise having the work done at once;

give probable cost, and ask for authorization to have the work done. Make the letter as brief and business-like as possible, but at the same time cover the points clearly.

11. A. J. Smithson & Co., of Pittsburgh, Pa., are the agents for C. A. Van Buskirk, of Providence, R. I., handling certain lands in Iowa for him. They have disposed of his farm near Clinton, to A. W. Wilson, for $15,600 on the following terms: $5,000 cash and the balance in two years secured by first mortgage. Write full particulars and say you inclose draft for the amount on the Providence Trust Co., issued by the Commercial National Bank, Pittsburgh.

12. The Commercial Soap Company, 1621 Western Avenue, Chicago, are in receipt of a telegram from one of their traveling men, M. E. Cunningham, dated South Bend, Ind., ordering shipped to John O. Hauser & Company, of that city, at 30 days, 50 cases of Omega soap. The Commercial Soap Company look up John O. Hauser & Co., but cannot obtain sufficient information to warrant them in opening an account, and therefore write their salesman accordingly, asking him to arrange with Hauser to accept draft bill of lading. ("Draft bill of lading" means that an ordinary commercial draft for the amount is attached to the bill of lading and sent to the bank for collection.) Also make certain changes in the salesman's route ordering him to Indianapolis, giving such instructions as seem necessary. Write a letter from the Commercial Soap Co. to Cunningham.

13. You have just received a monthly statement from William A. Hollister, of your city, a general merchant, showing your indebtedness to be $26.75. Write him a letter saying you inclose your check on the Western National Bank, Dallas, Texas, for $10, and ask for thirty days' time on the balance. Make some satisfactory explanation for inability to settle in full at the time.

14. The Western Grocery Co., Denver, Colorado, sold to A. M. Cutter, 2300 Champa Street, a bill of groceries. They have sent him a statement, and later a letter calling attention to the fact that the bill has not been paid. In reply Cutter states he has not received a bill, and asks for an itemized bill. Write a letter to accompany the itemized bill. You cannot account for his failure to receive bill. The account is overdue and you are anxious to collect. Make your letter courteous but firm enough to bring immediate action.

LESSON L

LETTERS ORDERING GOODS

The most painstaking care must be used in writing letters ordering goods, to make them *clear, exact,* and *complete.* A letter that lacks any of these qualities will surely subject the writer to inconvenience and perhaps to financial loss. In writing letters ordering goods, observe these points:

1. Give a tabulated list of the items. That is, put each item on a separate line. This arrangement facilitates filling the order, and checking it up, and is also clearer.

2. *Quantity, quality, shape, style,* and *size,* of the thing ordered should be definitely stated.

3. When ordering from a catalog, use the blanks furnished with it if possible, and be sure to give the catalog number of the article as well as the page number on which it is listed. If the catalog has a number, that, also, should be given.

4. In case of first order, (a) state how payment is to be made, (b) give reference as to financial responsibility, (c) if remittance accompanies the order, state its form, the amount, and how it is to be applied.

5. Give adequate shipping instructions.

6. Give time limit within which goods must be shipped, if necessary.

7. Write the shipping address so clearly that a mistake will not be likely to occur in addressing.

8. If any points relating to orders need additional explanations, confusion can often be avoided by embodying these in an accompanying letter. Leave nothing to chance or guess work. It is well to remember that the recipient of an order must depend wholly upon your *written communication* for the information which will enable him to fill your order in accordance with your wishes.

9. Make your order wholly independent of any other similar order which you may have sent. Do not say "same as last order"—be *specific.* If it be necessary to identify an item by reference to goods previously ordered, mention the date and give such other information as will enable your correspondent to understand it thoroughly. Information of this kind will not only lessen the chance of error, but will save time in filling the order.

ACKNOWLEDGING ORDERS AND REMITTANCES

The receipt of an order or remittance should be promptly acknowledged, because of the favorable impression your promptness makes upon your customer. The acknowledgment should be definite enough to preclude confusion. With many firms the custom is to acknowledge an order by sending an invoice but unless the invoice states the probable date of shipment, the customer is left in a state of undesirable uncertainty. Many firms use printed forms with the necessary spaces for description, date of probable shipment, etc., in making acknowledgment of orders. The acknowledgment should

(a) refer to the order by date and contain such reference to it as will make its identification certain,

(b) state when the order will be filled,

(c) when the goods will be shipped,

(d) give such further facts as the circumstances require.

Printed postal cards, with blank spaces for date and amount, may be used in acknowledging the receipt of a remittance.

EXERCISES

Write the following letters:

1. To the wholesale house of Marshall Field & Company, Chicago, ordering 10 pieces of No. 4628 black dress Panama, 12 pieces No. 4718 brown satin, 20 pieces No. 629 gingham, 10 pieces No. 4613 gray silk. State that goods are the same as ordered through their traveling representative, W. S. Nordington, of certain date (give date); ask to ship by Union Pacific; date letter Omaha, the present date. Sign letter Griffith Jenkins, per you.

2. An answer to the foregoing letter saying that all goods have been shipped with the exception of the No. 4628 black dress Panama, which was not in stock and had to be obtained from the factory, but shipments would be made direct from the factory at the earliest possible moment. Thank them for order and inclose typewritten invoice. Be careful to make out all papers correctly.

3. To Colbe & Cowan, 23d and Broadway, New York, ordering the following goods: 1 doz. Dining chairs, No. 63, $3.00 each; 1 Host's chair, No. 642, $6.00; 1 Dining table, No. 63B, $26.00; 1 Bokara rug, No. 3640, 92x124, $85.00. State that check for $381.60, inclosed, is to apply on last invoice. Ask that goods be shipped by N. Y. C. Ry., at earliest possible date.

4. An answer to the foregoing letter saying that goods have been shipped, as instructed, with the exception of the rug which had to be ordered from the importer, and will be forwarded at the earliest possible moment.

5. For Wilson Brothers Company, of Cortland, New York, ordering from the Henley Manufacturing Company, of Richmond, Va., 500 sets of moulding which they use in manufacturing carriages, described in the Henley Manufacturing Company's catalog as follows:

100 Sets No. A26
75 Sets No. A27
250 Sets No. C221
50 Sets No. A22
25 Sets No. B28.

Ask that they be billed on the usual terms given by this house, 25% and 5% discount. This is the first order; give references.

6. The reply for the Henley Manufacturing Company, stating that you have not in stock the particular moulding ordered. They have something else which is similar and may answer the purpose. You are inclosing blue-prints showing sections of the moulding. If Wilson Brothers should order one thousand of the mouldings they want, you can afford to manufacture them. Answer the letter fully.

7. You have received an order through your salesman, from the Lyons Co-operative Store Co., Bloomington, Ill., for shirts, summer coats and vests. You are able to fill the order with the exception of No. 2760 coats. These will have to be made special. You will forward them, express prepaid, as soon as completed. Owing to the lateness of the season it is very difficult to fill orders complete. Write a suitable letter to the L. C. S. Co.

8. Bradley Brothers, 259 Water Street, Decatur, Ill., have ordered from you one piece of damask No. 6840, quality 330, of approximately 25 yards, at 72½c. You have not this number in stock, but are taking the liberty of substituting No. 6941 which is quite similar though higher in price, 80c per yard. State that you bill it, however, at 77½c per yard. Write the letter to Bradley Brothers explaining the substitution.

9. Write a letter to Williams Manufacturing Co., St. Louis, Mo., acknowledging the receipt of order for goods amounting to $275.40. State that goods will be shipped (give date) by Illinois Central Railway. An invoice will accompany your letter.

10. You have received an order from Carroll E Francis, Brunswick, Ga., for six dozen men's balbriggan underwear, No. 64A, at $4.25 a dozen. You are entirely out of the number called for. You have a style of suit coming which has been jobbed at $4.50, but which you will sell at same price as No. 64A. You will be able to ship within a week. Write a suitable letter to Francis giving the details.

LESSON LI

COLLECTION LETTERS

The function of a collection letter is to collect money and at the same time maintain the friendly relations (if they are desired) between the house and the debtor. The customary proceeding in collections is to send a statement on the first of the month. If attention is not given to this, a statement marked "Duplicate" or "Please remit" is sent. If these fail to elicit a response, the work of the collection letter writer then begins. Debtors can usually be classed as follows: those naturally slow from lack of initiative; temporarily "hard up"; experts at framing plausible excuses for inability to pay; and those who do not intend to pay, if they can avoid it. The first letter in reply to a request for payment will usually determine to which of these classes the debtor belongs. The letters to him can then be framed accordingly. Promptness in notifying a debtor of his overdue account is essential, because as the age of his bill increases the chances of collection decrease generally. All possible peaceable methods in collecting an account should be exhausted before resorting to strenuous ones; but when it becomes evident that the debtor is trying to avoid payment, action to force payment should be taken.

The first letter to a debtor whose account is overdue should be written in a courteous tone. A "dunning" letter should never be written on a postal card. The following is a good example of that kind of letter:

We inclose a statement of your account with us amounting to $27.65 due on the 1st. It is likely that a failure to remit with your usual promptness is an oversight on your part. A prompt remittance will be greatly appreciated.

The following is a more urgent demand for payment of the account:

We regret the necessity of once more calling attention to the inclosed account amounting to $27.65, which, as you know, is considerably overdue. We are surprised that our repeated requests for settlement have been entirely ignored, for you must appreciate the justice of our claim and that it will be decidedly to your advantage to make prompt payment.

We wish to say that, unless we hear from you with a remittance by the 10th, your account must pass into the hands of our attorneys for collection.

EXERCISES

Write the following letters:

1. W. A. Smith, of Rochester, New York, owes you $26.50 for a bill of goods. You have sent him statement of account to which he pays no attention. Write him a courteous letter drawing attention to the fact.

2. You still fail to hear from Mr. Smith. Write him a still more imperative letter. You wish to retain his trade, but you need the money.

3. You have heard from Smith saying that it will be impossible for him to pay now, owing to expenses in his family which have absorbed all his funds. He asks for three months' time on his bill. Write him asking him to give you his note for that time at 6% interest.

4. Write to a debtor asking for the prompt payment of his account which is now several days overdue. You have heavy bills to meet yourself and owing to that fact you are counting on him to assist you in keeping your obligations.

5. Smith and Company, 111 Westminster Street, Providence, R. I., owes you $250.00. Write them a courteous letter saying that inasmuch as they did not remit upon receipt of monthly statement, you will draw on them at five days' sight for the amount and ask if this will be satisfactory.

6. To Herman Boswith & Company, Atlanta, Georgia, calling attention to your account against them for $261.00 which has been due now three months. Inform them that you always make prompt delivery of goods and that you expect in return a prompt settlement of accounts.

LETTERS OF COMPLAINT AND ADJUSTMENT

Promptness in acknowledging the receipt of a letter of complaint, whether it be just or unjust, is the first step in successful adjustment.

In whatever spirit the letter of complaint may be written, the answer to it should be in a tone to allay irritation. In no other kind of business letters is tact and diplomacy more needful than in letters of adjustment. Intuition, experience, patience, self-control, fairness, and many other qualifications are all needed. Complaints must often be adjusted on the barest information given by the complainant from his own point of view. The complaint correspondent must be able to determine the value of such information, and frame a reply that will bring out the latent fairness of the complainant and make him feel that he is being treated right. The "spirit of fairness" must be the tone of successful replies to letters of complaint. As long as the tone of a letter is just and equitable, the most prejudiced cannot fail to recognize this spirit, and will not have the persistency to stand out against what he knows is right.

EXERCISES

Write the following letters:

1. A. C. McClurg & Co., Chicago, write you complaining that the goods they ordered were promised on the 15th, and although the 15th has passed the goods have not arrived. They ask for an explanation. A strike in your factory prevented filling the order promptly. Write them the circumstances fully, and state when goods will be shipped.

2. C. M. Egbert Sons, Portland, Oregon, write a sharp letter saying that you have taken the liberty of making all sorts of substitutes in their order to you; that the goods

are inferior, and that they refuse them, unqualifiedly. You are certain that in the substitutions you made you have given them much better goods than the order called for. Write a letter that will convince Messrs. Egbert that they have had a square deal.

3. Write a suitable reply to this letter:

Dear Sir:

Last Monday I purchased at your store fifteen yards of Panama cloth, and your salesman promised it would be sent out by afternoon delivery. Two days have gone by, and my order has not yet arrived, causing me serious inconvenience. This is not the first time I have been annoyed by your carelessness.

I also find that my December bill contains several errors; namely, you have charged me with a Mission Rocker, at $15.00, and two pairs of shoes at $5.00 each, both of which orders I returned; it is very annoying to me to be continually checking up your mistakes.

4. You recently sent two cases of shoes to Roes, Seabuck & Co., Clinton, Iowa. To-day you received a letter from them saying that their customers are coming in every day complaining that the shoes are practically worthless, on account of the poor quality of leather used in both soles and uppers. They have examined several pairs, and find that the complaints of their customers are justified. As the goods they have purchased from you in the past have given perfect satisfaction, they do not understand why this last shipment should be inferior. R., S. & Co. are valued customers of yours. Make satisfactory adjustment.

5. Write a letter to the Adams Express Company complaining about a package you shipped over a month ago not reaching its destination, and asking for immediate attention to the matter; give full particulars. State to whom the package was addressed, where, when, and give a description of it.

6. Write reply to above, stating that the package was delivered to the wrong address. The package has just been returned to the company, and will no doubt be delivered without further delay. Try to show that it was through no negligence of the company, but that it was an accident that might occur at any time. Some of the reasons why packages go astray are: 1. Incomplete address. 2. Failure to write legibly. 3. Similarity of abbreviations of the names of cities or states—for example: "Ind." being mistaken for "Md.," "O" for "Iowa." 4. Address becoming defaced in transit.

LESSON LII

FORM LETTERS

The correspondence of any firm covers, of necessity, a limited and well-defined field. The letters coming in will fall naturally into certain classes. By constructing a number of letters that cover the constantly recurring phases of the transactions of the firm, a vast amount of time may be saved in dictating individual letters. By giving sufficient time to their preparation to secure strength of presentation and completeness, the letters may also be made much more effective than they would be if dictated. All of the qualities that have been discussed in the preceding discussions are embodied in the highest degree in the form letter.

Form letters when prepared are given a code number, as "A1" or "B1," and arranged in a "Form Book" for convenience. The correspondent in using a form letter to reply to an inquiry, or to follow up one, makes a notation in his notebook of the number of the form letter which is to be sent in reply, and the stenographer merely copies the letter, filling in the proper name, address, and the date.

Form paragraphs are also often provided to suit the tone of the various letters received, and enable the correspondent to dictate the part which requires a more individual treatment.

Many form letters, such as those making announcements of newly adopted policies, removals, special sales, or of instruction to agents, collection letters, circular letters, etc., are printed by process in imitation of typewriting. The name and address, of course, are filled in on the typewriter to match the body of the letter. As much care should be given to the mechanical effectiveness of a form letter as to any other letter.

The following are the common faults in form letters:

Filled-in portions (as name and address) not matching the body of the letter.
Crowding too much on a page.
An apologetic tone in the opening paragraph.
Beginning the letter with *I* or *We* instead of *you*.
Addressing the envelope with a pen.
Signature an obvious imitation.
Language too technical.

The following is a good example of the first of a series of follow-up form letters:

Your request for our furniture catalog is receiving the attention of our mailing department to-day. The catalog, we think, answers every possible question as to style,

design, and artistic character, but we should like to emphasize one particular feature of our furniture—*quality*.

For the prices given, you cannot duplicate elsewhere "Blackmore" quality. Every piece of our furniture is turned out in our own factories. From design to the finished product, every article goes through a rigid examination. It is made to look well and wear well, not only for the present, but for all time.

We shall be glad to assist you in making the selections you want, and if you will merely suggest what you need—whether for town or country—our furnishing department will co-operate with you to the end that you get exactly the things that satisfy both your artistic taste and your pocketbook.

May we not hear from you further?

Very truly yours,

EXERCISES

1. Prepare a form letter announcing an advance in the price of certain lines of goods sold by your firm, giving reasons for it. The advance may be caused by any of the following reasons:

Additional cost of raw material.

Additional cost of labor in production.

Shortage of raw material, causing rise in cost.

Improvement in quality.

Advance in import duty.

2. Prepare a form letter announcing change in personnel of your firm. Such letters usually contain some reference to the appreciation of past patronage and hope for a continuation of it, etc.

3. Prepare a form letter to be sent to the auditing department of your various branches, incorporating the following changes in auditing. State that for future shipments which they handle on consignment it will not be necessary to render itemized account sales as they have done in the past. All that will be necessary is to recapitulate the total sales of each product, according to their billing, on a form 506, deducting from the total avails their commission (5%) for handling, and showing the net amount charged to their Extra Purchase and Sale Account. In order to make yourself perfectly clear you are attaching a sample showing just how you wish the form made up. Your reasons for authorizing this method of accounting is a desire to save work for branch house employees. The order is to take effect immediately. In writing this exercise avoid using the wording given here as far as possible.

4. Prepare a form letter to traveling salesmen authorizing changes in prices of the following woolens: No. 267 reduced to 75c per yard, No. 167 reduced to 62½c, 206 reduced to 67½c, 301 reduced to 37½c, 402 reduced to 87c, 263 reduced to $10.50. Nos. 239, 468, 271 have been closed out entirely. As you still have on hand a large stock of the following, Nos. 678, 679, 680, 681, 682, ask that they push these lines as much as possible.

You are sending a line of samples of new woolens, with prices, that can be supplied now.

Sales Letters.—To write effective sales letters you must thoroughly know the article you are attempting to sell—its weak points as well as its

strong points. An effective sales letter does three things: It makes its approach in a way to secure attention; it creates a desire for the goods offered; it turns the desire into a decision to place an order for them. The approach must be interesting. The most effective sales-letter writers appeal to the self-interest of those to whom they are trying to sell. The writer of a sales letter must be able to foresee conditions by placing himself in the position of the buyer and frame his letter to cover the points likely to come up for discussion in such a way as to convince the reader of the soundness of his statements as well as his judgment. Be specific in sales letters; generalities will not convince your reader. Avoid superlatives such as "the best in the world," "without an equal," "unparalleled success." The sales letter must be reasonable—it must appeal to the judgment of a business man. After you have written the letter to arouse interest and to create a desire, and have formulated a clinching climax, go over it and strike out all unnecessary words. Make it "hit straight from the shoulder."

Before beginning to write a sales letter, study the problem from every angle; analyze the article you intend to sell and try to select its winning points. The following is a good example of a sales letter sent out by a wholesale clothing house:

Your name on our mailing list entitles you to an early copy of our new Style Book which we send to-day.

You appreciate how important it is to wear clothes that are correct in style; the right cut of your coat sometimes has a social or business value which you would entirely lose if it were not right.

The Style Book shows clothes that are right; it gives you all the information you need. You will probably take somebody's word about style; this is to let you know that you can safely take ours; we are pretty generally recognized as authority. The Style Book, therefore, differs from any other publication you'll see; it is official.

Whatever clothes you buy, take the book with you as a guide; but if you want to be sure you're right, insist on *our name* in the clothes. You can easily see the garments themselves without any trouble. We have a customer in your city who will give you a cordial welcome and take good care of you and show you our clothes. Call on Messrs. F. N. Watson & Sons.

Note the simplicity of the language and the whole effectiveness of the letter. "You" and "your interests" are the predominating thoughts in it.

Here is a good example of what to avoid in writing a sales letter. It is an actual letter sent out in the course of business.

We would very much like to interest you in our new typewriters and inclose some literature herewith which we request you to read carefully.

We would be very much pleased to hear from you as to what the prospects are for putting some of our machines in the University.

In this letter "We" and "our interests" are uppermost.

The following is another example of an ineffective "sales letter." It is of the "nagging" style. The writer makes you feel that he expects to be turned down—that he is trying to bulldoze you into action—trying to stir you into action for his benefit. Note how prominently the word "We" is used. Does the letter contain any good sales inducements?

If there is any truth in the good old adage, that STICKING EVERLASTINGLY AT IT BRINGS SUCCESS, we intend to secure at least a portion of your valuable patronage.

We are not only manufacturers of the best "follow-up" system on earth, but we are firm believers in the good results to be obtained from using it.

We have found that it pays to answer all communications promptly and to continue to answer them until requested to desist, or an order is secured.

Business men are justified in assuming that letters of inquiry and requests for catalogs are prompted by a reasonable interest in their wares, and if no sale is made, the reason can be attributed to some failure in the way the inquiry is handled.

We have been successful in satisfying the wants of a very large number of those who have written us, but we have not succeeded in obtaining a favorable reply from you and we are naturally anxious to ascertain the reason.

We inclose circular of Special Introductory Outfit which we send prepaid, on approval, for one dollar; isn't it reasonable to suppose that what has proved valuable to thousands of other business men will prove so to you? If you don't like the outfit it won't cost you a cent, while if you use it, it will save you more money than you paid for it.

Trusting to be permitted to send you something besides letters, we remain.

Write a complete criticism of this letter.

EXERCISES

Write the following sales letters:

1. From a manufacturer of men's clothing to induce a desire for his produce.
2. From a woman's custom tailor, catering to an exclusive trade.
3. From a piano store offering some special bargains in used pianos.
4. From a retail merchant announcing a special sale of women's dresses. You might describe one or two of these.
5. From your school to a prospective student telling about the advantages of your school.
6. For your church which is to hold a fair.
7. You find yourself overstocked on silks and are willing to sacrifice 15% on them. Write a letter for a selected list, emphasizing strongly three or four kinds which you think will appeal to them on account of the timeliness, beauty, and surprising price reductions of these pieces.
8. Write a letter announcing a special sale of brass beds. The reductions amount 20% to 30%.
9. You are a groceryman and make use of your typewriter and mimeograph to issue special bargain announcements. Prepare the "copy" for a special sale, giving the date.

10. Prepare a letter to be sent by a savings bank to a list of small salaried men and women. Ask yourself: What arguments would appeal to me? What would induce me to begin a savings account? Then answer these questions with good strong arguments that will carry conviction.

11. You have heard that H. L. Dean of Bellevue, Md., is to travel to Europe this summer. Write him stating your firm "personally conducts" parties. You should send him some literature on the subject of your special tours, the itinerary cost—give advantages in full of the plan.

12. Order from McClurg & Co., Chicago, a list of twenty books; give authors' names.

LESSON LIII

TELEGRAMS AND CABLEGRAMS

For the sake of economy, telegrams should be as brief as possible without sacrificing clearness, but nothing is gained by reducing a message to less than ten words as the minimum charge is based on that number. Additional words are charged for at a fixed rate a word. Wording that might be ambiguous should be avoided. Short sentences make the most satisfactory messages. Spell out figures as a rule. Omit the salutation and the complimentary closing. In telegrams only the wording in the message is charged for, while in cablegram every word, including the name, address and signature, is counted.

When immediate delivery of a message is not required, a "Lettergram," or "Night Letter," may be sent consisting of fifty words or less at the rate of an ordinary day message of ten words. These are received at the telegraph office any hour of the day to be transmitted at night and delivered at destination the following morning. If it is desired to have a lettergram delivered the same day it is sent, a "Day Letter" form should be used, which is the same as a "Night Letter" except that the charge is one and one-half times the day message rate.

In code systems one word is used to represent a phrase or sentence peculiar to the business. For example, "carbonate" might mean "Please telegraph whether you can execute orders or not." Many business houses have worked up their own code systems—and this, of course, is essential where absolute secrecy is required—but the "A. B. C." Western Union Code, and other similar systems are generally used for business purposes where the saving of expense is the chief consideration.

Telegrams should be confirmed; that is, a letter giving its contents and other necessary information should immediately follow a telegram. Sometimes a carbon copy of the telegram is sent instead of a letter.

CABLEGRAM

Nabisco
New York
Elaphrope

Selfridge

Translation: National Biscuit Company, New York. Goods have arrived, but no bill of lading. H. Gordon Selfridge & Co., Ltd.

CODE MESSAGE

Jay P. Graves,
133 Broadway,
New York.

Eisengeld Sitka? Jones Eisch.

Finch Investment Co.

Translation: What is your opinion of the reported discovery of coal at Sitka? Jones says there is every evidence of existence of coal.

LETTERGRAM

Santa Rosa, Cal., April 28.

R. P. King,
Portland, Ore.

Soil conditions absolutely perfect. Climate conditions could not be better summer months. Less than twenty-five degrees and much moisture destructive. Plan of keeping dry through cold spell correct. Have large plant hanging on fence now, bottom side up since last June. Bore crops of fruit also. Splendid condition now. Can oversee no more business anywhere. Cactus is the coming crop.

Luther Burbank.

EXERCISES

Convert the following items into telegrams or cablegrams of the fewest possible words. Do not sacrifice clearness to brevity.

1. To a member of your family stating that your train has been wrecked, but that you are safe and will arrive 3:00 p. m.

2. To C. C. Woods, Albany, N. Y., making an appointment at his office for coming Saturday.

3. Write an answer to the foregoing telegram accepting the appointment.

4. To W. S. Bannock, Portland, Ore., an applicant for position as traveling salesman with your concern, asking him to visit factory at Detroit for interview at your expense.

5. An answer to the foregoing telegram to be signed by Bannock stating that he will leave for Detroit next morning at eight o'clock.

6. You have been elected to the principalship of a graded school in Milwaukee, and the school board wires that your acceptance at a stated salary is required at once. Write a telegram accepting the position.

7. To Robert Hunt, Beverly, Mass., asking whether he can deliver a commencement address June 25th, and what his fee will be.

8. Your father is in Geneva, Switzerland. He reads in a press dispatch that a fire in your town has destroyed a portion of the business section. He cables you for details. Write a short cable assuring him that he has suffered no loss.

9. Order from C. W. Altman & Co., Providence, R. I., twenty-five talking machines, No. 29, type 2, by express, charges prepaid.

10. You have failed to receive an order for six cases Lonsdale domestic, No. 46, ordered from the Salem Cotton Co., Salem, Mass. Wire them asking date of shipment

and reason for delay. The telegram must be definite enough to preclude confusion with any other order sent.

11. The Salem Cotton Co. wires saying goods had to be manufactured, and would be completed and shipped within a week. Write the telegram.

12. George Harrington, formerly in your employ as bookkeeper, has applied to Seth Thompson Co., Wilmington, Del., for a similar position. Thompson wires you asking about his record and ability. Write the telegram.

13. Write a favorable answer to Thompson's telegram.

14. To Wood, Harmon & Eldridge, Cleveland, Ohio, saying that the shipment of wheat they made you is not up to sample, and ask for disposition.

15. To Smith, Hanan Co., Buffalo, N. Y., asking permission to draw on them at five days' sight for $200.00. Ask them when they can remit, if they do not wish to honor draft.

16. To C. M. Miller, Hotel Vendome, Paris, France, saying you missed steamer and will arrive on "Lucitania" on September first. Ask him to wait for you.

17. To S. E. Keiser, c/o Cook & Sons, Genoa, Italy, asking him to meet your representative in Verona on the first inst., with regard to Harrington contracts.

18. To Royal Shoe Co., Fall River, Mass., asking them to cancel order for one hundred pairs tan oxfords if delivery cannot be made by 15th inst.

19. You have an opportunity to make a profitable investment in Chicago real estate, but need $25,000 to help carry it through. Telegraph a business associate, C. E. Chandler, Baltimore, asking if he will join you. Give details sufficiently to enable him to grasp the situation.

20. Telegraph your traveling representative, Planters' Hotel, St. Louis, Mo., to make no more concessions in deal with Harper & Cogswell, and order him to New Orleans immediately, to see Solon & Meaker on similar deal.

21. Wire your traveling salesman at Lincoln, Ill., telling him to drop negotiations with Barrett-Findlay Company, as their finances are not satisfactory.

22. Ask Acme Manufacturing Co., Pittsburgh, Pa., quotations on twenty-five gross Acme ball-bearing roller skates, for immediate delivery.

23. Telegraph your agent, C. M. Bitner, Cheyenne, Wyo., to go to Ogden immediately, where letter of instruction and remittance await him.

24. To Philip Bowdoin, Pittsfield, Mass., asking him to meet you at Knickerbocker Hotel, New York, Friday, to complete arrangements for agency for Pierce Cars in your city.

25. To Pope Mfg. Company, Hartford, asking when you may expect shipment of the bicycles ordered on the 25th of last month. Your customers are demanding delivery. Urgent.

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